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ABSTRACT

This review of the literature begins with an overview of open universities and distance education around the world together with a brief review of the history of the Open Education Faculty (OEF) at Anadolu University in Turkey. It is noted that, in the beginning, OEF students were reached via printed materials, television courses, and academic counselling, with radio programs, video education centers, and later on, a newspaper. The annotated bibliography which makes up the major part of this study is then presented. It cites 95 reports on studies of the OEF from its establishment in 1982 through 1990. These studies include books, articles, master's and doctoral theses, and papers presented at seminars and national or international conferences. Entries are listed alphabetically by author, and titles are given in both Turkish and English with annotations in English. (Some studies originally conducted in English do not include Turkish titles.) Additional resources provided include a bibliography of the studies which cites only the authors and titles; a list of related printed materials, including issues of the Anadolu newspaper of the Open Education Faculty, general guides, and brochures; and subject and author indexes. (Items in the subject index are listed primarily in Turkish.) It is noted that a Turkish version of this study has also been published. (DB)

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A REVIEW OF THE LITERATURE ON THE OPEN EDUCATION FACULTY

(1982-1990)

by Dr. Uğur DEMİRAY

ANADOLU UNIVERSITY
Eskişehir-1990

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*to all authors
who have studied
and will study
about
The Open Education
Faculty and its related
subjects*

Typsetting by:
Filiz DUTDİBİ & Nermin ÇILDIR

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Of course, this research would not be completed and reached to your hands without others helps and supports to me. In obtaining studies which will include this research's context, they helped me by informing, motivating, encouraging and correcting my English. Also, some of them gave me permissions' for to find out to search minutely their private library. I would like to thank to all of them without need any ranging and giving their names here. Because it is very difficult, infact impossible to declare. But I am replaying ones more as my belief that I believe they will support and help me for ever on my further studies. Of course it kind of them.

I hope, this study reaches local and a foreign aimed population, and does functional in their studies that on approaching deal with the Open Education Faculty and its related subjects. This was certain and the biggest request of my. Ones more thanks to everybody who are contribute at any level for this study.

July 1990
Eskişehir/TURKEY

Dr. Uğur DEMİRAY
Anadolu University
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INTRODUCTION

INTRODUCTION

Increasing education needs of mass have to be followed the developments on educational systems from point of quantitative and qualitative for the sake of modernization. All conventional or distance educational systems unless renew theirself according to the demands of the modernization as being harmonically, they have to watch, firstly themselves falling in (or fall down) and later, their societies.

Today it is well known that, many conventional institution systems are remain standing and being functional by renewing their structure and establishing an equilibrium between the developments of century and its societies demands. However, as seperately from the conventional educations systems today, the number of countries are increasing which use (or insert) contemporary educational and technological methods in their education system.

Giddy developments and improvments in communication technology is surrounding human's life from every point. Of course, educationalists, education administrators and especially eductaion planners are being the most influced group opposite to these developments. At the conference of UNESCO on April 1983 delegates are declared their evaluation about the role of mass media on out-of-school education as a report which is summarized following.

"Delegates repeatedly underlined the potential contribution of out-of-school education in furthering international co-operation and peace and the need to diffuse the aims and principles of the Recommendation to all those dealing with out-of-school programmes. Although the school has a major role to play in furthering international understanding, its action is not sufficient as each individual and all segments of society have to contribute actively in the building of a more peaceful world. Accounts were given of some efforts taken to enlist the support of society in this respect and a number of proposals were made to reinforce them:

Since international education is a life long process, it starts in the home and with the family... In order to ensure a continuation of much of the valuable work conducted in the classroom in the field of international education, many of the speakers insisted on the need to organize more extra-curricular activities. Such activities could further streng

then the dialogue between pupils and students and their teachers as well as other members of the community. By taking part in debates and discussion groups, young people could gain practical experience in formulating and expressing their views and opinions on matters of concern to the community as well as to the world at large. The involvement of youth centres, libraries, book fairs, etc. could be helpful in providing such forums.

Many delegates referred to the valuable work undertaken by the Unesco Clubs not only in sensitizing different groups of people (students, labour union members, the elderly, professional groups, etc.) to the aims and ideals of Unesco and various aspects of its programmes, but also by providing them with an opportunity to take part in concrete activities, such as community improvement projects, preparation of exhibitions, etc. In this connection, a number of speakers referred to the fact that the aims and objectives of many non-governmental organizations were in line with those of the Recommendation and that steps should be taken to involve them more effectively in its implementation.

Several speakers indicated that the mass media (notably television, radio and the press) has to assume increased responsibilities in furthering international education and one delegate stressed that this could not be attained without an overall reorientation of the media. Furthermore, it was suggested by several delegates that the school has an obligation to fulfil in preparing children and young people to receive objectively the information and messages transmitted by the media. One delegate stated that, being on the threshold of the satellite era it is not too early to think of a suitable programme for promoting international understanding through satellite systems. The production and projection of films to promote a better understanding of other countries and cultures and a climate of opinion favourable to disarmament was also proposed as a practical measure to implement the Recommendation. A specific recommendation was made by one delegate that a series of short films on the various regions of the world be produced by Member States in cooperation with Unesco." (1)

(1) Intergovernmental Conference on Education for International Understanding Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament, **Final Report**, Unesco House, April 12-20, 1983, Paris, p.25.

Distance education system, is appropriated by over than 200 countries which advocates itself as an alternative according to conventional education, inserted modern communication means to its operation for to be functional or to render service meeting needs of masses. Of course, it is not true to say that distance education is unique alternative, in the education systems.

"In the last ten years, distance learning has boomed all over the world. Large open universities enrolling over two million students have been created in Asia, including the Chinese Radio and Television University, the Sukhothai Thammathirat Open University (STOU) in Thailand, the Universitas Terbuka (UT) in Indonesia, and a half-dozen open universities in India. Korea continues to rely on correspondence schools to meet its goal of universalizing secondary education - as Japan did until very recently. In the Middle East, distance learning institutions have also expanded. The ANADOLU Open University in Turkey, with over 250.000 students, has already trained and graduated 100.000 teachers, and its programs now reach more than two million Turkish nationals living in Germany. In Africa, smaller institutions and distance learning programs have taken hold. Following the tradition of Colombian radiophonic schools of the late forties, Latin America displays an exciting array of distance learning institutions. Some programs are like UNED (Universidad Estatal a Distancia) in Costa Rica and APEC (Centro de Accion Pro Educacion y Cultura a Distancia) in the Dominican Republic are very small. Other programs like Mexico's twenty-year-old Telesecundaria or Brazil's Telecurso reach several million secondary students each day.

The new distance learning wave is not exclusive to developing countries. Great Britain's Open University is fully consolidated and mature. The three-year-old Open College, also in Britain, enrolls more than 40.000 students in several technical areas. Japan has just opened its second open university. Traditional distance learning programs, such as the University of California's Berkeley Extension Program in the U.S., continue to expand amid growing competition in new markets. The National Technological University, a consortium of respected American engineering schools, offers master's degree programs in technology-related fields and represents a major endorsement of distance education by U.S. businesses and its academic community. Distance learning is no longer limited by national boundaries. OLI-DISTED, a consortium of Canadian and Malaysian institutions, illus-

trates this new trend. Multinational projects, such as DELTA and PACE in Europe, have been launched with strong support from European industries and educational institutions. And programs organized by the Commonwealth of Learning and the *Centre International Francophone de Formation a Distance* (CIFAD) are heavily involved in the development of global distance learning networks." (2)

But, it must not forget that, distance education system has some certain specialities as a difference on being functional and reach to its target's aim of this system, according to the conventional systems. For this reason, many countries have adopted and put in to practice distance education for their multi-aimed on multi-functional strategies.

Distance education is described basically as any of the various forms of study which separates teachers and learners except for supplementary face-to-face contacts and where teachings is conducted through a range of media. Students in distance education are, therefore, responsible for their own progress, in the sense that they must make their own arrangements about where and when to study, work without direct supervision, and basically develop skills in self-pacing and self-evaluation. Most students, however, lack the experience to adapt readily to this kind of study.

Since recipients of distance education usually differ in their study purpose personal characteristics (including age), learning ability, geographical location and social conditions, the establishment of a well designed and flexiibly applicable programme becomes a basic necessity. Flexibility is necessary to allow the student to pursue study at his/her own pace.

There are also trends towards a convergence of distance education and the mainstream. This derives from the idea that the best learning methods may well be a mixture of face-to-face instruction and independent learning. At Deaking University in Australia, where both campus- based on distance education modes were implemented, student of the campus-based mode found the notes prepared for the distance

(2) OLIVEIRA, Joao. "Trends In Distance Learning: A New Wave", **Development Communication Report**, 1988, 63, p.1, USA.

education students more reliable than the notes they could take by themselves in lectures. Consequently, campus-based students were given these course materials, and classes held on the campus became more like tutorials in support of them. (3)

At Griffith University in Australia, founders of the university set out to:

- "a-Develop a completely new programme rather than one which was based on the existing full-time programme.
- b-Offer a sequence of small units, completion of which was marked by one successful assignment or examination.
- c-Replace face-to-face tuition entirely by packaged materials supplemented with materials.
- d-Set flexible dates for enrolment and submission of assignments to allow for self-paced learning"(4).

This programme resulted in a very high student success rate as indicated by the grades awarded. Students were generally very pleased with the programme. After five years, applications for enrolment in the programme remained buoyant and retention rate was also remarkably high. On the other hand, some administrative, student behaviour and academic problems surfaced.

Concerning student behaviour, progress-rates remained just on minimum. For example, some students deliberately held completed assignments until the last possible submission date, working them over to try to ensure as good as possible mark. Moreover, many students waited for an assignment to be returned before stating the next unit in the sequence, even though they could go on to new assignments without waiting for the return of the previous one.

The question which remains is: "at what points should important characteristics of the programme be modified in response to difficulties which the team and students perceive?"

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- (3) JEVONS, F.R. 1987. "Distance Education and Campus-based Education: parity of Esteem", **Distance Education and the Mainstream**, ed. Smith, P. and Kelly, M., Croom Helm, London.
 - (4) KELLY, M. and SMITH P. 1987. "Introduction", **Distance Education and the Mainstream**, ed. Smith, P. and Kelly, M. Croom Helm, London.

Various methods have been tried for linking face-to-face learning with broadcasts and print materials. New tutorial methods, such as ones via telephone, satellite and computer, have also been developed. According to the results of a questionnaire put to satellite-tutors in India, "the differences between satellite and other tutorials lie not in the media but in the tutor" (5).

In the Dominican Republic, when field teachers were present and working adequately, students enrolled in Radio Santra Maria's adult education system outperformed their counterparts in the conventional adult education programme (6).

In other areas, attempts have been made to set up study centers attached to schools to help correspondence students. In the case, for example, of NHK Gakuen Correspondance High School in Japan, 29 cooperating schools with the main school in Tokyo are used to help correspondence lessons and linked broadcasts. They can, however, get advice, encouragement, materials and assistance with difficult problems from a teacher who specialises counselling rather than teaching.

Where the students are motivated to study, they can accept delayed feedback. However, quick turn around time and shorter feedback intervals seem to be effective for distance education in which feedback delay sometimes causes student dropout. For example, in the case of the in-service Course for untrained Primary School Teachers in Kenya, delay in the return of assignments and negative comments were found very discouraging for the students because they did not receive any immediate help apart from that given by the tutors when marking assignments (7). This had been a very important problem also when NHK

(5) Distance Education in Asia and the Pacific. **Bulletin of the Unesco Regional Office for Education in Asia and the Pacific**, ed. Cahill, B., UNESCO, No.26, Bangkok.

(6) McANANY, E.G. and MAYO, J.K. 1980. "Communication Media in Education for Low-income Countries: Implications for Planning" **Fundamentals of Educational Planning**, Fundamentals of Educational Planning-29, UNESCO, Paris.

(7) MATIRU, B. 1987. Distance Education in Kenya: A Third World View", **Distance Education and the Mainstream**, ed. Smith, P. and Kelly, M., Croom Helm, London.

Gakuen was established in Japan (8). Postal service, face-to-face, tutorials and telephone tutorials are most commonly used for feedback delivery, which comprises feedback (including KR-knowledge of result) from the teacher (tutor) to the student.

On the other hand, one problem related to feedback in distance education is how the teacher may find out how students feel if he/she sees them infrequently (and sometimes not at all), and communicates much of the time in writing? This involves two other questions as well: How may student opinions be evaluated when they vary in terms of students' educational and personal backgrounds and expectations? And, how may students be enabled to reconcile feedback, perhaps critical about the course and about tutors who are also their assessors? (9).

Some of these issues seem to be concerned with the forms of feedback (non-verbal communication, "What do you think of it so far? questionnaires, etc.), its reliability (its ability to tap actual attitudes) and its purposes (for gauging students' feeling of involvement, for tutors' behavioural changes, for organization as a whole, and so on) (10).

According to Ross, distance education should be flexible, so that the students can "study at times convenient for them and at a pace that suits their circumstances and their study habits. They should be able to break from their study for periods (...) without having to sacrifice the work that they have done previously. They should not have to waste their time in unnecessary activities. This matter most seems to be particularly true for adult students of distance education.

-
- (8) Soritsu 20 Nenshu Kinenshi, 1982. NHK Gakuen, Tokyo.
 - (9) FAGE, J. and MILLS, R. 1987 "Student-Tutor Feedback: Some Responses", **Open Learning**, ed. Carr, R., Open University and Kogan Page Ltd., Harlow, June Vol.2, No.2, United Kingdom.
 - (10) BRADSHAW, P. 1987. "Feedback Forms and Forms of Feedback, **Open Learning**, ed. Carr, R., The Open University and Kogan Page Ltd., Harlow, June Vol.2, No.2, United Kingdom.

On the other hand, the isolation of the student has been revealed as a great problem in most all kinds of distance education. While providing them with a range of flexibility, their needs to communicate with other students involved in the same programme has been realised. Some schooling and group studies have been made compulsory in many distance education institutions, since they were found encouraging for student learning and for keeping them in the programme.

Moreover, in a survey made by Demiray on how students use their leisure time in the Open Education Faculty in Turkey, students expressed a desire for the establishment of Student Cultural-Educational Centers where they could have access to music, drama, sport events, educational activities, and employment counselling. It was also suggested that this kind of provision could "have far-reaching positive influences on other facets of (the students') lives" (11).

The importance of an appropriate organization of extra curricular activities in response to the student needs is revealed. Consequently, the balance between flexibility provided to the students and schooling and extra curricular activities seems to be an issue for further research. When distance education literature scanned, it will have seen that many academicians, institutions have studied on some various aspects of distance education/learning system and its applications and results from point of view theoretical and practical. Still, this studies are increasing from day to day as a qualitative and quantitative.

Short History of OEF

When distance education history searched in Turkey, -which established the most near distance education mean in 1982 by Anadolu University, called Turkish as Açıköğretim Fakültesi or in English The Open Education Faculty. It will has seen that the first applications goes back to 1970's. Teaching by mail and (correspond education) named Turkish as YAY-KUR have applied in 1970s years, but this applications have not been successfull at desiring level. This unfail result

(11) DEMIRAY, U. 1987. **Açıköğretim Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri, (Evaluation of the Leisure Activities Trends Open Education Faculty's Students)**, Anadolu Üniversitesi Açıköğretim Fakültesi, Eskişehir-Turkey.

takes a place among in discussing from point of view as follow; applications are administered under the body of the Ministry of Education Strategy, without universities support and it was depend on governments politics. Also 1970's years an institution which is name was Eskişehir Academy of Economics and Commercial Sciences (this institution had taken the name as Anadolu University in 1982 after reorganization of the universities in 1981 - according higher education law, article 2547) was leaderships for the studies (by organizing researches, symposium and congress) on distance education/learning subjects in its body. In otherwords, distance education concept was started to research or investigate at national and international level by education technology seminars, conferences. On those years Eskişehir I.T.I.A. (English abbrev. EAECS) had close-circuit TV studios and its technology which built up by Germany, according to act between Eskişehir Academy and Studio Hamburg.

Developments of distance education in Turkey can be summarize in a general outline as being above paragraph. But after 1980, developments have been more rapid and more planned, has depended to science, more functional and more impressive. During reorganization of the Turkish Higher Education in 1981, all universities had duties for making distance education, by article 2547. And decided Anadolu University Open Education Faculty's starting immediately to distance education. So that Anadolu University the Open Education Faculty started distance education is 1982-83 academic year by enrolling 29479 students, to the Business Administration and Economics departments. By general lines, OEF reached to its students by printed materials, TV courses and academic counselling (as face-to-face education) at the beginning years. Later, OEF has added radio programs, video education centers and newspaper to its operation.

From beginning 1982 to 1990, many studies conducted as dealing with Open Education Faculty and its application by the dimensions thesis, article, book, report, publishing media and papers presented in some seminars, conferences nationally or internationally for discussing on some aspects of OEF's.

About Research

Approximately, over than 90 study conducted on OEF between 1982-90 years. Some of these has indicated in some where as a list or as an

abstract or as summary (Alkan 1986, Öz-Alp 1987, Demiray 1987, McIsaac 1988 and Murphy 1989). *

In this study has aimed to inform local and foreign researchers on what has done deal with OEF as a research. Most of the studies had summarized as an abstract, given via its bibliographic information and indexes about topics and names. Turkish version of this study has been completed in May 1990.

Researchers-who have studied on OEF-are applying to the faculty administrators for to obtain some data about OEF or documents and publication for their study or research. Some of them comes from outside of Eskişehir or some of them foreign researchers who are need the same materials by writting a letter to dean or rector or someone else who is study its related subject in OEF. In any case, it was being very difficult to take interest for them at the limited and busy time. Especially for the last group people who are coming from outside of Eskişehir, this study can be very utility for to save time.

Of course this study has to renew by adding new studies in future or periodically. Because, new studies will grown-up by depending on olders. In other words, new ones will based on and utility from old studies. By this reason please deliver your new studies (or studies which are cunsettled in this study) to the author or the Open Education Faculty administration for informing them in future. Of course, this is a scientist responsible and its kind of you. Pleease do not forget that your studies will be resource of the new ones.

As being a problem statement of this can be say that which studies have done as dealing with the Open Education Faculty in Turkey and abroad since its beginning. What are their name; what are they interest; where and how can they obtain; what is their bibliographic information and where are they published? What was the importancy of the study for the other educationists, researchers who are conducted a study on OEF?

This study completed approximately in four months. It can be said that, 98 percent of the studies, has been obtained which considered about OEF. Maybe, unfortunately two or three of them are not obtained. Of course, those must take a place in next study (or studies).

(*) See study which are numbered 4, 66-67, 24, 55, 59.

Study consists of six main chapters. The first chapter is introduction which tells some of distance education concept and its some applications. Additionally explains the aim of this study. The second chapter is dealing with abstract of the studies. In this part, almost all studies have summarized. (Except different version of the same study. So that, some numbers of the studies has not cited in the second part as being in third chapter). The third chapter includes bibliographic information of the studies by consisting original and English title. In the fourth chapter has added all printed materials about OEF as namely of the brouchure, guide for students and introductory. The fifth and the sixth chapters are contains indexes of the topics and authors name.

Conclusion

Study based on from point of contribute rules view Dr. Karasar's book which is entitled as **Araştırmalarda Rapor Hazırlama = Preparing Report In Researches** 4th publication, 1984, Ankara from point of writting form of the this kind of study. In the study has given 95 study which had conducted between December 1982 - June 1990. The oldest article on OEF dated on Dec.1982 and declared by Mr. KENNEDY, just related with OEF. All this 95 studies conducted and written by more than 100 researchers.

It can be observe that studies are increased toward to 1987, 1988, 1989 as a number. 33 of them conducted as an English. And many of them presented as a paper in seminars or published as a book or published as an article in some national/international periodics. 14 of them completed by foreign researcher who are come from outside of Turkey.

This study consists of 21 books, 47 article 12 thesis (as a master thesis or doctoral dissertation) and 6 paper (published papers were not counted as a paper in this study) and others.

Consequently, this study will be as functionally as, for the researchers who are interested - in with some aspects of The Open Education Faculty by informing them with this study. Author is ready to accept all critics as deal with this study and discusse face-to-face at sometime and in somewhere on this study as soon as possible for you.

ABSTRACTS OF THE STUDIES

KİTLE İLETİŞİM ARAÇLARININ YÜKSEKÖĞRETİMDE KULLANIMI AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

- 1 AÇIKALIN, Aytaç. "Kitle İletişim Araçlarının Yükseköğretimde Kullanımı Açıköğretim Fakültesi Örneği=Using of The Mass Media In Higher Education: A Case Study of The Open Education Faculty", Ankara Üniversitesi Eğitim Bilimleri Fakültesi'nce düzenlenen **Kitle İletişim Araçları ve Eğitim Sempozyumu**'nda sunulan bildiri, Ankara: 2 Kasım 1984, 6s.

This paper explains the results and the expectations of "Open Education" applications which were realized by getting use of mass media by giving information, about Anadolu University Open Education Faculty and takes the subject to a discussion platform.

Also, the observable results of Open Education Faculty were included in this paper. For instance, the students have conformity problems for the new surrounding. Besides positive observations such as the remove of the relation between success and continuity; problems such as the restriction of the number of teachers, educators and personnel for distance education and the unclearness of distance education concept in education fields also take place in the paper. But, it is also emphasized that higher open education is the product of a social need.

ÜNİVERSİTELERDE ÖĞRETMENLERİN HİZMET İÇİNDE YETİŞTİRİLMESİ

- 2 AÇIKALIN, Aytaç. "Üniversitelerde Öğretmenlerin Hizmet İçinde Yetiştirilmesi=In-Service Training of Teachers In Universities", Ankara: Hacettepe Üniversitesi **Eğitim Fakültesi Dergisi** (Özel Sayı) 2: 250-264, 1987.

In this article, it is emphasized that teachers should be also trained during their in-service besides their pre-service. The

studies related with this subject were mentioned in the article. The anxieties and expectation of teachers concern with the in-service program were also emphasized in the article. Mainly the following results and suggestions were given. For instance, it was emphasized that teachers were willing to learn and to rise when the suitable conditions and possibilities were created; "Problem solving principle should be placed to the base of collaboration between university and National Education Youth and Sports Ministry (now calls only as Ministry of Education)" in the article.

AÇIKÖĞRETİM'DE BİLGİSAYAR

- 3 "Açıköğretimde Bilgisayar =Using Computer In The Open Education Faculty", **Bilgisayar**, Aralık 1987, 16s.

In this article, it was dealt of studies of Anadolu University Computer Center and informed about means park of the center.

In the article that reports the functional position in education sector of computer which enters our lives by reflecting and the technological characteristics of the century, it is indicated that especially Anadolu University Computer Center (or Anadolu University Information Center) park can cover a large number of demands. It was also mentioned that Anadolu University Computer Center was using IBM 4341 and IBM 4881 systems and was open to service 24 hours except Sundays. This system that a great part of its work density is related about Open Education Faculty Studies, has been executing operations of 210.000 students since 1987. It is pointed out that only 125.000 of these students' exam services are done by ÖSYM, the rest of all works are executed by the center.

AÇIKÖĞRETİMDE ARAŞTIRMA

- 4 ALKAN, Cevat. "Açıköğretimde Araştırma=Researches About Open Education Faculty", Marmara Üniversitesi Eğitim Fakültesi ve Teknik Eğitim Fakültesi'nce düzenlenen **1. Ulusal Eğitim Sempozyumu**'nda sunulan bildiri, İstanbul: 24-30 Kasım 1986.

This paper gives an introduction of researches about Open Education in Turkey as an overview. The paper touches the importance and necessity of researches in education technology field generally and enters Open Education subject by introducing main research categories in the field briefly. The researches that were done, introduced with dimensions such as subject, aim, method and findings and a general evaluation is done. Main research problems in field, research necessity and proposals for future take a place between other subjects which are discussed in the context of the paper.

ANADOLU ÜNİVERSİTESİ'NİN 30. YILI İÇİNDEN

- 5 AŞKUN, İnal C. "Anadolu Üniversitesi'nin 30. Yılı İçinden...=Some Words on 30 Years of The Anadolu University", Anadolu Üniversitesi Yayınları, **İİBF**, 6, 2: 23-38, Yayın No: 321 / 68, Kasım 1988.

In this article it is told off a background of 30 years and today's of the Anadolu University because of its 30th anniversary year celebrations. General informations about Open Education Faculty which aim to give education to large masses by using technological tools take a place in the article.

YÜKSEKÖĞRETİM VE YAYGIN EĞİTİM

- 6 AŞKUN, İnal C. "Yükseköğretim ve Yaygın Eğitim=Higher and Distance Education, **Türkiye'de Yaygın Eğitim (Seminer Tebliğleri)**, Eskişehir: E.İ.T.İ.A Yayınları, Yayın No: 138 / 84, ss. 119-124, 1975 .

In the study, it is mentioned about the problems that prevent the developments of traditional and distance education and the inadequacy of traditional education to meet society's needs with its present applications. And the fact that distance education can not remove the differences between students who are following the courses and who are not.

Additionally, this study serves by being inspired from the concept of "Wallless University" of modern higher education institution model; it is pointed out that concepts such as Wallless student, Wallless study, Wallless administration, Wallless education, Wallless teaching must be examined and must be functional in distance education system. The author is supporting that these sum of concepts can be defined as an open university concept.

UZAKTAN ÖĞRETİM İLKELERİNİN EDEBİYAT ÖĞRETİMİNE UYGULANMASI

- 7 BARAZ, Turhan. **Uzaktan Öğretim İlkelerinin Edebiyat Öğretimine Uygulanması = Adaptation of Distance Education Principles to Teaching of Literature**, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No:109 / 38, 1985.

This book is the doctorate study of the author that points out the inadequateness of literature teaching applied in secondary schools and, according to this fact, in the adaptation teaching Turkish Literature, related with specialization education in higher education to the structure of distance teaching.

With this thought, in the first chapter of the book; the principals of distance teaching, processes and applications were examined and their application methods were discussed on teaching of literature. In the second chapter, because of superiorities such as subjects that carry the quality of "Introduction to Literature" providence of possibility to individual learning, easiness of usage of literature teaching program suggested for distance teaching, were developed as course notes which were appropriate to distance teaching principles.

**EĞİTİM AMAÇLI VIDEONUN İŞLEVLERİ ANADOLU
ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİNDE
ÖRGÜTSEL UYGULAMA MODEL ÖNERİSİ**

- 8 BARKAN, Murat. Eğitim Amaçlı Videonun İşlevleri: Anadolu Üniversitesi Açıköğretim Fakültesinde Örgütsel Uygulama Model Önerisi=Functions of Video For Educational Purposes: An Organizational Application Model Proposal For Open Education Faculty of Anadolu University, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 271 / 129, 1988.

This book is the doctorate thesis of the author that explains the developings of model suggestion about usage possibilities of video in education field as a communication means and applying video for education in Open Education Faculty. It is admitted that video machine known as "Home video" is new for both its usage properties and its usage fields. But the usage of this machine as an educational communication can't be applied in Turkey yet. For this reason the book is seen original because it searches usage possibilities of video as a communication means, and presents suggestions for its usage in education-teaching field and especially for its usage in distance education system.

Besides, as an application for distance education in Turkey, A Model suggestion for Education Application with Video in Open Education Faculty takes place in the last chapter as the main purpose of the study.

UZAKTAN ÖĞRETİMDE VIDEO

- 9 BARKAN, Murat. "Uzaktan Öğretimde Video=Video in Distance Instruction", **Çağdaş Bir Eğitim İletişim Aracı Olarak Video: Araştırma, Kuram, Uygulama**, (Ed. Cengiz Tekin), Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 004, ss. 149-169, 1988.

In this article; it is given place to main properties of education-teaching-learning needs, communication process with education purpose, and with the usage of video in education, it is also explained functional properties of video machine in distance instruction system.

In the study, by acting with video's properties; it is given examples related to the fact that in which fields video could be used in Open Education Faculty System. And as a result, it is pointed out that in circumstances of modern education and teaching, the benefits sourced from properties of video must not be ignored.

ZİNCİRE VURULMUŞ PROMETHEUS" TRAGEDYASI VE AÇIKÖĞRETİM ADINA DÜŞÜNDÜRDÜKLERİ

- 11 BARKAN, Murat. "Zincire Vurulmuş Prometheus' Tragedyası ve Açıköğretim Adına Düşündürdükleri =Tragedy of The 'Chained Prometheus' And Thoughts In The Name of Open Education Faculty", **Açıköğretim Fakültesi İletişim Bilimleri Dergisi, Kurgu**, 6: 223-240, Yayın No: 354 / 144, Haziran 1989.

In this article, being given place to the importance of information and to the function of it in social life. It is pointed out that meeting the qualified information which the modern human needs is strongly related with education and teaching methods. The differences of modern method and traditional method for reaching qualified information are discussed, and with this respect the

function and role of distance teaching philosophy are discussed.

In the study, it is reached to the solution that information need in higher education dimension for Turkish society should be taken out from the restrictions of traditional teaching institution and should be an alternative for widespread public masses as a modern approach of "Institutional Prometheus."

**UZAKTAN ÖĞRENİM MODELİNDE VIDEO KULLANIMININ-
VERİMLİLİĞE VE ÖĞRENMEDE BAŞARIYA KATKISININ
ÖLÇÜMLENMESİ İÇİN BİR ÖRNEK UYGULAMA:
AÖF VIDEO İLE EĞİTİM MERKEZLERİ**

- 12 BARKAN, Murat & Uğur Demiray," Uzaktan Öğrenim Modelinde Video Kullanımının Verimliliğe ve Öğrenmede Başarıya Katkısının Ölçümlenmesi İçin Bir Örnek Uygulama; AÖF Video ile Eğitim Merkezleri =An Example Application of Video Usage In Distance Education Model For Success In Teaching- Video Education Centers In OEF", Açıköğretim Fakültesi İletişim Bilimleri Dergisi, **Kurgu**, 6: 241-271, Yayın No: 354 / 144, Haziran 1989.

In this article the functions of video was tested in distance education system, as an educational environment. It is given place to results of Education Center Application with video which was presented at Denizli province and its surrounding in the form of Open Education Faculty.

in the article, operating of the system and data obtained from the application of video instruction was tested by T test. Results showed that the video instruction affected the learning success of the students between 40 and 60 points more.

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**ANADOLU ÜNİVERSİTESİ İKTİSADİ VE İDARİ BİLEMLER
FAKÜLTESİ ÖĞRENCİLERİNİN BOŞ ZAMANLARINI
DEĞERLENDİRME EĞİLİMLERİ**

- 15 BODUR, Feyyaz. "Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri =Evaluation of the Leisure Trends of The Students Who Are at The Faculty of Economics and Administrative Sciences in Anadolu University, Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, 1988, (Unpublished Master Thesis).

People are trying to survive in rapidly developing world, feeling stress. That is why, they have to be in new types of activities to get use to their occupations. Fundamental aim of these activities are to save-up themselves from working atmosphere and other stress causing situations.

Simple definition of leisure can be described as; the time spent freely out of daily obligatory needs of people.

In this study, the students of the faculty of Economics and Administrative Sciences were selected as the population. The sample of the study was taken from this population and data was obtained from this sample. The characteristics of the students can be summarized as follows; most of them (80%) are from other cities out of Eskişehir. (in other words most of them come from other cities for their higher education). Their economical conditons are mostly equivalent to the economical conditions of the middle class and educational level of parents are generally of junior high school level (which is between fifth and eight years of education). One over four are female. 46% living in dormitories, 17% are living with their families and 33% living inrented houses. . 77% of students, study their lessons regularly.

Findings of study can be summarized as fallws: They are not interested in mass communication means very much, except newspapers, because most of them do not have a radio receiver or a television set. Even 73% of them watch or listen to the news broadcast.

They are eager to participate to need participating some activities in their leisure time but, there is an important limitation considering their economical conditions and insufficiency of the possibilities. An other factor that prevent their participation as well their limitations. Males are seven times more active than females in participating in sportive activities. In other activities, males have lower participation than females.

Even though, leisure centers are seen as solution alternatives to students leisure problems. By this way, the social and cultural activity requirements of students will be taken out of the "time consuming places" as coffee and tea saloons and they will be diverted to evaluate their leisure time instead of spending it.

As a result, the administrators of universities must be interested with this contemporary subject and try to establish new opportunities for valuable and creative leisure activities to its students.

DERS ÖĞRETİMİNDE TELEVİZYONDAN YARARLANMA

- 16 BOZHÜYÜK, Mehmet Emin. "Ders Öğretiminde Televizyondan Yararlanma= Utilizing from TV in Teaching", Marmara Üniversitesi Atatürk Eğitim Fakültesi ve Teknik Eğitim Fakültesi'nce düzenlenen **I.Ulusal Eğitim Sempozyumu**'nda sunulan bildiri, İstanbul: 24-30 Kasım 1986.

In this paper, it is pointed out that universities can get help from TV while teaching necessary and choice courses in Turkish Higher Education System, and Anadolu University Open Education Faculty is a product of this opinion.

It is mentioned that the students of other universities besides those of which Anadolu University will be able to have chance in taking the courses which are realized by the cooperation TRT (Turkish Radio and Television Corporation) Anadolu University and Higher Education Council such as principles of Atatürk and History of the Turkish Revaluation Mathematics, Turkish and English and is also emphasized that occupational courses may well be programmed more easily in respect for place and time.

DISTANCE EDUCATION SYSTEM IN TURKEY

- 17 BOZOK, Sinan. **Distance Education System in Turkey**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 016, 1989.

(This Study has also been presented as a paper in 4th Annual European Correspondence Schools, on 4-8 April, in 1988, Istanbul, Turkey)

In this study, theoretical and practical infrastructural developments which were needed to be formatted for applying distance education method in Turkey in a time between 1970 and 1982 are summarized and it is also given place to running of Open Education Faculty which enters application, in 1982.

In the study which was pointed out that 80-85% of application in Open Education Faculty is being done with printed materials and 15-20% of it is being done with TV course programs; teaching programs of faculty and general informations about teacher training (Onlisans) programs are also included in the content.

'AÇIK ÜNİVERSİTE' ÖNERİSİ ÜZERİNE

- 18 BÜYÜKERŞEN, Yılmaz. "'Açık Üniversite' Önerisi Üzerine =On Open University Suggestion", EİTİA Dergisi (50. Yıl Özel Sayısı), ESADER, ss. 369-379, 1973.

In the study it is said that there's no need discussing the strength of mass communication media such as press, radio and especially TV in education in developed countries and unfortunately the usage of modern technology in education and teaching could be handed unsufficiently. Beside giving information about the role of mass communication media in education and teaching, importance of TV in teaching system, the open TV system in education and the Open University while it is also given place to the subject that what can be done in Turkey in this field.

TÜRK EĞİTİM SİSTEMİ VE YÜKSEKÖĞRETİMDE TALEP FAZLASI KARŞISINDA TÜRKİYE İÇİN BİR MODEL ÖNERİSİ

- 19 BÜYÜKERŞEN, Yılmaz. "Türk Eğitim Sistemi ve Yükseköğretimde Talep Fazlası Karşısında Türkiye İçin Bir Model Önerisi =Application of An Educational Model Meet Greater Demands of Turkish Higher Education", Yayınlanmamış DPT-EİTİA Proje Raporu, 1978, 40s, (Unpublished but Copied Report)

The report is made up of two main chapters. The first chapter consists of modern problems about education-production relations and information and examples of "Education Technology" and 'Education Systems with TV'. In the second chapter, education-teaching with TV subject in the respects of present higher education conditions in Turkish Ministry of Education is discussed and the principles of a possible Open University model are suggested.

YÜKSEKÖĞRETİM VE YAYGIN EĞİTİM

- 20 BÜYÜKERŞEN, Yılmaz. "Yükseköğretim ve Yaygın Eğitim= Higher Education and Distance Education", **Türkiye'de Yaygın Eğitim (Seminer Tebliğleri)**, Eskişehir: EİTİA Yayınları, Yayın No:138 / 84, ss.105-118, 1975.

The paper consists of two chapters. In the first chapter, by examining the role of universities in distance education in developed countries, the distance education applications of these universities were summarized. And in the second chapter, it is given place to the subjects of distance education's role and place in higher education and importance of distance education for higher education in Turkey. In the study it is pointed out that universities do not have special activity programs which aim distance education, and give information and culture to the outside of university in order. It is told that in advanced nations, universities accept distance education besides traditional education as

a portion of their function. As a result, it is supported that by giving regional projects that consist distance education to traditional higher education institutes and by leaving sufficient allowance to them; these institutions can apply the function of distance education.

ÇAĞDAŞ EĞİTİM SORUNLARI KARŞISINDA ÇAĞDAŞ BİR ÇÖZÜM OLARAK AÇIKÖĞRETİM

- 21 BÜYÜKERŞEN, Yılmaz. "Çağdaş Eğitim Sorunları Karşısında Çağdaş Bir Çözüm Olarak Açıköğretim =A Modern Alternative Solution for The Contemporary Education Problems; Open Education", *Yükseköğretim Bülteni*, 1: 36-46, 1986.

In the study firstly, it is given place to subjects of: The modern appearance of problems related with education-teaching relations in the world; educational technology and distance education system; the appearance of education and secondary education in Turkey before 1980; the beginnings of possibilities in Turkish Open Education; reform in higher education and the existing of Turkish Open Education as a solution suggestion model of Anadolu University Open Education Faculty.

The author state that "Turkish Open Education system is just at the beginning now, and its present condition makes up the main reason of our looking to future with great hope.

ANADOLU ÜNİVERSİTESİNDE 30 YIL

- 22 BÜYÜKERŞEN, Yılmaz. "Anadolu Üniversitesinde 30 Yıl =30 Years in Anadolu University", *İktisadi ve Bilimler Fakültesi Dergisi*, *İİBF*, 6, 2: 7-11, Yayın No: 321 / 68, Kasım, 1988.

Because of Anadolu University's 30th anniversary year, it was mentioned about the first years of university's establishment, studies made in first years and persons who made those stud-

ies. It was also, mentioned about the development line of university since its establishment. It was given place to the introduction of Open Education Faculty which also uses the technological possibilities.

**İLETİŞİM SANATI OLARAK MÜZİĞİN ÖĞRETİM VE EĞİTİM
ORTAMLARINDAKİ KURUMSAL YAPISI İLE YAYGIN
EĞİTİMDE BİR MODEL ÖNERİSİ**

- 23 CEMALCILAR, Ali. **İletişim Sanatı Olarak Müziğin Öğretim ve Eğitim Ortamlarındaki Kurumsal Yapısı ile Yaygın Eğitimde Bir Model Önerisi=Insttutional Structure of The Music As An Educational Medium In Communication Arts And Model of Suggestion For Distance Education**, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 280 / 133, 1988.

This study which was a book printed as a doctorate thesis of the author that was accepted in 1988, consists of five chapters. The first two chapters mention about art and communication relations and historical development of music, and the third chapter stands on institutional models of music education. Historical development of music and institutional structure of music education in Turkey are handed up in 4th chapter. The 5th chapter explains distance education detailed. It is hypothesized that under the titles of 'the institutionalized studies of music in traditional and distance education fields in Anadolu University' and 'A model suggestion of distance music education for open education Faculty' ; music can be conducted to widespread masses by mass communication and similar media and education-art oriented music programs.

Besides, it is supported that Open University systems in which distance education is applied will produce culture and will be the main source for communicating this culture to humans and will create new composers, performers and commentators and as an important invention will provide a great mass of audience of concerts.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN BOŞ ZAMANLARINI DEĞERLENDİRME EĞİLİMLERİ

- 24 DEMİRAY, Uğur. Açıköğretim Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri =Evaluation of The Leisure Activities Trends Open Education Faculty's Students, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 252 / 121, 1987.

The study which was done as the doctoral dissertation of the author in 1984-1986 years, is put into book with the same name after revising by the author. The research which aims to discover the characteristics of the mass who is named as 'students whose all day empty' and to discusse for the different and similar features of these students with traditional higher education students. This study is emprical research that covers 10.000 people in 4th class. The results of the study can be summarized as follows: Open Education Faculty Students besides the qualification of students' 'whose all day are empty' have a very little leisure time and mostly are working in a certain job. These students show differences also in the respects of age, marital status, economics and living order from students of traditional higher education. Economic and culture levels of their parents are below to those of traditional higher education students. They are in the trend of joining leisure time activities not individually but they prefer to be with group. Open Education Faculty students density need Student Culture Education Center which will be organized by the institution (university).

AÇIKÖĞRETİM FAKÜLTESİ MEZUNLARININ BAZI NİTELİKLERİ ÜZERİNE BİR ÇALIŞMA

- 25 DEMİRAY, Uğur. "Açıköğretim Fakültesi Mezunlarının Bazı Nitelikleri Üzerine Bir Çalışma =A Study on Some Characteristics of The Graduates of Open Education Faculty ", Millî Eğitim, 75: 44-52,1988.

In this article nine pages of the summary "First Graduates of The Open Education Faculty; Economics-Business Administration"

book study's and "Some Informations of Qualifications of The Open Education Faculty Graduates" article takes place. In this study, it is tried to determine the structure of first graduates of The Open Education Faculty-which had started a new period for its originality in application in our country's individual characteristics ways. In the author's study during 1985-1986 educational year spring term an applicative study is done for 768 students graduated from The Open Education Faculty. In the article the results that the author reached are as follows: The graduates of The Open Education Faculty mostly live in rural areas of Turkey; the graduates of Open Education Faculty are mostly men; the average age of graduates are higher than those attending traditional departments; the rate of graduations, is increasing when the parents of the students have a high level of education; and there is a strong relation between daily course study hours and graduation rate.

AÇIKÖĞRETİMFAKÜLTESİ ÖĞRENCİLERİNİN BOŞ ZAMANLARINI DEĞERLENDİRME EĞİMLERİ

- 26 DEMİRAY, Uğur."Açıköğretim Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri =Evaluation of The of Leisure Activities Trends Anadolu University Open Education Facultys Students", **Çağdaş Eğitim**, 124: 9-16, 1987.

This study is a survey of the research of the author about the same subject. In his summarized study, it is given place to goal of the research, method, obtaining the data, findings, comments, results and suggestions.

At the end of the study it is pointed out that social and cultural developments of students in Open Education Faculty organization which is the application of distance education system in Turkey can be advanced and the benefit and necessity of addition of Student Culture Education Center to the operation of the system in a short time as soon as possible is mentioned.

...VE AÇIKÖĞRETİM FAKÜLTESİ ÖNLİSANS EĞİTİM UYGULAMASI

- 27 DEMİRAY, Uğur. "...Ve Açıköğretim Fakültesi Önlisans Eğitim Uygulaması=Application of Teacher Training in Open Education Faculty", **Milli Eğitim** 74: 36-40,1987.

In this article general information was given about completing two-year university diploma education in the direction of distance education methods for teachers who have secondary school diploma. This project is put in to application in 1985-86 education year by Anadolu University Open Education Faculty.

The aim of this article is to provide a general information on this application for teachers by the journal **Milli Eğitim**, because in-service teacher training subject has been operated in this dimension firstly.

In this article the importance of primary school teacher education was emphasized and their in-service training activities which take place in law, numbered 1739. It was given place to the difficulty of the complement of teachers in-service education activities in education faculties by face-to-face method and to the examples of teacher education in other nations which apply distance education method. Then the reason of putting into application and process of this service by Anadolu University in the direction of the agreement between Anadolu University and National Ministry of Education, was told. It was also given place to some numerical data, related with this application which covers nearly 130.000 teachers to educating by distance learning system.

**SOME CHARACTERISTIC OF THE FIRST SENIOR
STUDENTS OF THE ANADOLU UNIVERSITY OPEN
EDUCATION FACULTY IN 1985-86 EDUCATIONAL
YEAR (TURKISH CASE)**

28 DEMIRAY,

Uğur. Some Characteristics of The First Senior Students of The Anadolu University Open Education Faculty In 1985-86 Educational Year (Turkish Case) Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 010, 1988.

Anadolu University has carried out the distance education system since 1982 and in this way has brought a new dimension to Turkish education system. This new system, will exist survive widespread and will become functional in terms of the characteristics of Turkish social structure. Therefore, the system has to "reorganise" itself according to the nature of Turkish people and the requirements of our time. This present study when the information given above are taken into consideration has analysed the characteristics of the Open Education Faculty (Economics and Business Administration) students in the year 1985-86 when the faculty saw its first graduates.

The main subject of this paper is; what social and personal characteristics the Open Education Faculty graduates have? Consequently, the purpose of this study is to find out the characteristics of the graduates, mentioned above, through the use of a descriptive method.

AÇIKÖĞRETİM FAKÜLTESİ İLK MEZUNLARI:
İKTİSAT / İŞ İDARESİ

- 30 DEMİRAY, Uğur. **Açıköğretim Fakültesi İlk Mezunları: İktisat/İş İdaresi=First Graduates of The Open Education Faculty:Economics And Business Administration**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 008, 1988.

In this study, it was tried to determine what kind of a structure the first graduates of The Open Education Faculty have. As it is known OEF had begun a new period from the point of view its application originality in our country's education system and the demand it meets in terms of socio-economic and individual characteristics.

The author has done an applicative study on 768 students which were graduated from Open Education Faculty in spring term of 1985-86 educational year.

In the first chapter of the book which consists of 4 chapters; it was given place to the problem, aim, limitations, importance and statistics of the study and to the descriptions of concepts which often take place in the study. In the second chapter it was mentioned about information related with the method of the study. In the third chapter comments were made by operating on informations which are provided from questionnaire titled as findings and comment, and the study was completed by fourth chapter which consists of summary and suggestions.

From the reached results of the study, it was seen that; the first graduates of The Open Education Faculty are mostly from East and South East Anadolu Regions and rural areas, have professions and are included to middle income group. It can be also said that the parents' of the graduates take place in middle or sub income groups. In the study graduates were also examined according to their ages and sexes, and it was found that they are mostly between 26-30 ages, and men are three times of women. Besides these results, it was also given place to

graduates' marital statuses, family conditons, and their relations with their surrouncdings in the study.

At the end of the book; some additive informations about the study, as a reading part that tells the general characteristics of the senior students which take place in the group that was graduated from The Open Education Faculty are added, in the hope of being necessary and useful for the readers.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNE YENİ BİR HİZMET SUNUYOR: VIDEO İLE EĞİTİM

- 31 DEMİRAY, Uğur & Murat Barkan, "Açıköğretim Fakültesi Öğrencilerine Yeni Bir Hizmet Sunuyor; Video İle Eğitim =The Open Education Faculty is Presenting a New Service For Its Students; Education Via Video", *Yeni İletişim*, 3: 11-12, 1988.

In this article, printed materials, TV, radio broadcasts and academic counselling services for Open Education Faculty students and an additive service that was presented to The Open Education Faculty bureau services in 19 cities; "Video Education Center Service" are handed. In the study, the evaluation of the pilot project application which was done in bureaus of video education centers in Konya, Denizli and future plan for Trabzon, Samsun, İzmir and Eskişehir was discussed. And it was mentioned about the introduction of Video Education Center, its aims, its time of service and its results.

**VIDEO EDUCATION CENTERS TO MEET STUDENT
NEEDS IN TURKISH DISTANCE EDUCATION PROGRAMS**

- 32 DEMIRAY, Uğur, Marina S. McIsaac, Murat Barkan & Karen L. Murphy, **Video Education Centers To Meet Student Needs In Turkish Distance Education Programs**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 012, 1988.

In this study has been discussed an educational function of video in distance education systems and about the first project application of the Open Education Faculty's Konya and Denizli Student Information Bureaus.

Study presented at seminar held by AECT in Louisiana in 1988, USA. Study consists brief history of distance education system of OEF than gives a place, before from the result of Konya and Denizli application. As a result, education by video has been risen students learning activity 45-60 point more.

**FINDINGS OF A RESEARCH ON THE STUDENTS' USE
OF TIME: A CASE STUDY OF THE ANADOLU UNIVERSITY
OPEN EDUCATION FACULTY IN TURKEY**

- 33 DEMIRAY, Uğur. **Findings of a Research on The Students' Use of Time A Case Study of The Anadolu University Open Education Faculty In Turkey**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No:017,1989.

Research wasbased on the descriptive method. The research also, deals with to exploring and finding out attitudes and directions of leisure activities of distance education students, in Turkey and their expectations from university administration. This study was emprical to measure satisfaction of the students by using their leisure time and recreation themselves in today's so-

ciety. So that, especially the institutions as university medium must be built their subconstructions to be functional in its society.

This study consists of four chapters. The first chapter summarizes the phases of the conflict between man versus nature. And in terms of the relation between man and his leisure time activities, it introduces the "modern man" experiencing social change due to technological development. This chapter also includes the relationships between the individual and the society in terms of leisure time activities and socio - economic conditions. And the Open Education Faculty, which was the unique distance education institute in Turkey, has been introduced briefly.

The second chapter includes the method, the control group, data collection and the questionnaires which used during the study. In the third chapters the analysis of the data and the comments take place. This part also includes the comparisons of leisure time activities of the university students with those of the Open Education Faculty students. The last chapter includes the conclusion part and the results of the study and the suggestions for further studies.

As a result, leisure is very important for distance system in all world. Especially distance education students must be motivated to some leisure activities by establishing Student Cultural and Education Centers in all over Turkey. The students are in need of to someone who is expert in their regional centers. Because they want to save their passive position to active in their leisure. Although 60% of them working, this group and others believe that leisure is very important factor in their social-cultural life or to state life-style in future. If administrators do not interest on this subjects, this problem will be unsolved in future. They need to well timing, to relax and be creative to develop themselves for being matured man and functional in social life.

TURKEY'S OPEN EDUCATION FACULTY

- 35 DEMIRAY, Uğur. " Turkey's Open Education Faculty", **Journal of Industry and Higher Education**, London, Vol:4, No:1, March 1990, (Better Worth Scientific Publication)Lts), pp. 53-54, United Kingdom.

This article reports on the social and educational developments brought about by the Open Education Faculty at Anadolu University in Turkey. It describes the course of study, teaching methods, financial and organizational aspect of the faculty. Additionally, students profile and international relations are set up in this article.

Consequently, Open Education Faculty had seen to discussing at the international platform by the journal of industry and Higher Education ones more as a serious distance education institute.

GRADUATES OF THE OPEN EDUCATION FACULTY IN TURKEY

- 36 DEMIRAY, Uğur. "Graduates of the Open Education Faculty In Turkey", **Journal of Educational Television**, Vol:15, No:3, October 1989, Oxfordshire, pp. 155-161, U. K.

Anadolu University is in the position of being the biggest university of Turkey with its students more than 300.000 . Anadolu University Open Education Faculty which educates by using distance education methods was founded in 1982. After four years of its establishment, The Open Education Faculty which had given its first graduates in 1985-86 educational year, have brought a new dimension to Turkish Education life. In spring term 1985-86, 768 person have taken bachelor degree (or university diploma) from the faculty as the first graduates. The study have aimed to examine these 768 graduates in social, individual and socio-economic characteristics. The study in which some characteristics of graduates' mass are exhibited, will be a

consultance source for native-foreign researches. This study was also presented as a paper in national and international seminars.

"ANADOLU UNIVERSITY" SHORT DESCRIPTIONS OF SELECTED DISTANCE-EDUCATION INSTITUTIONS

- 39 DOERFERT, F.; R. Schumer & R. Tomaschewski. "Anadolu University" **Short Descriptions of Selected Distance-Education Institutions**. Hagen, 2, (1989), FernUniversitat, p.439, West Germany.

This booklet is a revised edition of the previous report and contains short descriptions of about 200 selected distance education (DE-) institutions.

For the majority of the institutions the description is based on a questionnaire filled in by the institution described.

The questionnaire was part of an international study on distance teaching by the ZIFF at the FernUniversitat (the Institute for Research in to Distance Education at the German Distance Teaching University); in this study, have tried to bring together some information about DE-institutions in several countries by means of a written questionnaire.

Unfortunately, the list of distance-education institutions which could be described here is by no means complete: There are several important institutions not included here because had no suitable information about them.

The descriptions given below can be distinguished according to the source of information in to four categories; these categories are:

(a) descriptions with the addition "checked by institution": The preliminary description of an institution (based mainly on the answers to the questionnaire) was sent to the institution. The institution was asked to correct and comment on the description. Then data were tried to revise the description taking into ac-

count the corrections and comments made by the institution. Of course, it was accept full responsibility for any remaining error.

(b)descriptions with the addition "Source: (specification)". In these cases the description of an institution is based mainly on the information/data given by the source specified. The descriptions of some European distance teaching universities, e.g., are based on the EADTU Directory 1988.

(c)descriptions with the addition "new: not checked". Some institutions which were not included in the previous edition have now filled in our questionnaire. In these cases the description of an institution is based mainly on the information given by the answers to the questionnaire. (If the description based on the questionnaire of an institution was corrected and/or commented on by members of the institution then the description was marked by 'checked by institution' like in category (a) above.)

UZAKTAN ÖĞRETİMDE BASILI MATERYALLER (AÖF ÖRNEĞİ)

42 GÖKDAĞ,

Dursun. **Uzaktan Öğretimde Basılı Materyaller (AÖF Örneği)=Printed Materials In Distance Education; A Case Study on Open Education Faculty**, Eskişehir: Anadolu Üniversitesi Açık-öğretim Fakültesi Yayınları, Yayın No:134 / 54,1986.

This study was about the text books which were used in distance education programs of Anadolu University Open Education Faculty. This study was completed as a doctoral dissertation by the author. The author who evaluated the properness of text books which were prepared especially for the system from the point of student views and a selected expert group's view; develops suggestions, orientated to application. The first chapter of the book which consists of two chapters, mentions about theoretical base of distance education. It was mentioned about general properties and application methods of distance education and Open Education Faculty applications in Turkey.

In second chapter, the results of inquiry that was applied to 19.030 of the students who were registered to the first grade of The Open Education Faculty, in 1983-84 educational year were evaluated. The author stated that this study makes clear the strong and the weak sides of The Open Education Faculty's printed materials as generally the study doesn't give much results when we consider courses and units alone, and for this reason it is needed more researches on this subject in future.

SİSTEM YAKLAŞIMI İLE TELEVİZYON EĞİTİM PROGRAMI YAPIMI (AÖF ÖRNEĞİ)

43 GUÇHAN,

Naci. Sistem Yaklaşımı ile Televizyon Eğitim Programı Yapımı (AÖF Örneği) =Production of Educational TV Program By System Approach; A Case Study on Open Education Faculty, Eskişehir: Anadolu Üniversitesi Açık-öğretim Fakültesi Yayınları, Yayın No: 286 / 135, 1988.

This is the book that the author prepared as a doctoral thesis in 1987. This study was done to make clear how a TV educational program is prepared by using system approach and to develop suggestions for recovering TV course programs which were applied in Anadolu University Open Education Faculty system today, in present conditions. Suggestions were taken a place as a short term and long term about the man power and process which will provide system's operation in a better way, in the study.

It was also given place to the necessity of accumulation developing materials in an education program, and to the importance of harmonious collaboration between subject expert and other experts on this area.

**AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN
TELEVİZYON DERS PROGRAMLARINI İZLEME
ETKİNLİKLERİNİN DEĞERLENDİRİLMESİ**

- 44 GÜLTEKİN, Bilgi. "Açıköğretim Fakültesi Öğrencilerinin Televizyon Ders Programlarını İzleme Etkinliklerinin Değerlendirilmesi=Evaluation of Watching TV OEF Education Programs of OEF students", Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, 1989, (Unpublished Master Thesis).

This study aims to find out same answers for the question of what kind activities OEF student do before, during and after watching TV Education program. Which were produced by OEF. According to the results of the research that was done; students are beware of watching TV programs; but the rate of students watching TV programs generally do not fit with the rules while watching TV. For this reason, related persons, institutions and units should pay attention to the findings that were obtained from the results of the study and suggestions that were given in the directions of findings that were obtained from the research should be applied carefully. By this way, watching activities of the students will be increased as is desired.

**AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON
DERSLERİNİN NİTELİĞİ VE KİTAPLARLA İLİŞKİSİ
ÜZERİNE BİR ARAŞTIRMA**

- 45 GÜNAY, Aysel, "Açıköğretim Fakültesi Televizyon Derslerinin Niteliği ve Kitaplarla İlişkisi Üzerine Bir Araştırma=A Research on Relationships Between OEF's TV Course Programs Characteristics And Printed Materials", Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, 1990, (Unpublished Master Thesis).

This study consists of four chapters. In the study it was stated about different methods of using TV in education according to

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the developing and changing conditions in the society and it was given informations about TV's superiorities as an educational medium, communicating of TV education programs to the audience, education program species, characteristics of a well-done TV education program and The Open Education program and The Open Education Faculty.

The problem that how the TV course programs used in distance education application of The Open Education Faculty carry the characteristics was examined according to the printed materials.

A CENTRALIZED CAI MODEL FOR DISTANCE EDUCATION IN OEF

- 46 GÜNEŞ, Ali. "A Centralized CAI Model for Distance Education in OEF", presented paper at **Seminar ADCIS held by Association of Computer Based Instructional System**, Pennsylvania on 7-10 November, 1988, 5 p., USA.

The Open Education Faculty (OEF) of Anadolu University, Eskişehir, is the one of the leading educational institution of Turkey, with approximately 130.000 students. There are four interrelated educational component in OEF, which are text, TV and Radio programs, video education centers and academic counselling instruction. This paper introduces a centralized computer based introduction and tutors for distance education. It is in project at the moment, but could be accepted as if the fifth component of the Open Education Faculty.

THE TURKISH OPEN GETS UNDERWAY

- 47 KENNEDY, Bernard. "The Turkish Open Gets Underway", **Times, Higher Education Supplement**, No: 530, 31.12. 1982, p.4.

In this article, Mr. Kennedy had described Open Education Faculty and its initial thinkings which were stated by the university

administrators Kennedy emphasized that Turkish Open Education Faculty will bring some solutions of the Turkish Education system conflict. Open Education Faculty registered 25.000 students at its beginning academic year. In this article it was mentioned that OEF contributed in solving Turkish Higher Education problems and conflicts.

İLETİŞİM TEKNOLOJİSİNDEKİ YENİ GELİŞMELERDEN TELETEXT VE VIEWDATA'NIN UZAKTAN ÖĞRETİMDE KULLANILMASI

48 KESİM,

Mehmet. İletişim Teknolojisindeki Yeni Gelişmelerden Teletext ve Viewdata'nın Uzaktan Öğretimde Kullanılması =Using Teletext And Viewdata In Distance Education Which Are New As Developments In Communication Technology, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları , Yayın No:106 / 36, 1985.

Using technological developments based on computer in communication technology to make contribution to education is inevitable in communication century in which we live. The author brings an application model suggestion based on distance education for Open Education Faculty in his study that was prepared as a doctoral dissertation by giving examples from using teletext and viewdata in education and applications done in the world. The author stated that teletext and viewdata systems which were new developments in communication technology could be used in distance education. 1)The point of benefitting from present possibilities; 2)Establishment of a teletext broadcast center for giving supportive service to the education, students of The Open Education Faculty 3)Establishment of a viewdata broadcast network for supporting management and education-teaching services of students and Management Personnel of Open Education Faculty; 4)Using of viewdata system effectively in special education.

**A MODEL FOR ORGANIZING WRITTEN INSTRUCTIONAL
MATERIALS IN THE CONTEXT OF A PROPOSED
MODEL FOR AN OPEN UNIVERSITY IN TURKEY**

- 49 KÖYMEN, Ülkü. "A Model for Organizing Written Instructional Materials In The Context of a Proposed Model For An Open University In Turkey ".Syracuse, Yayınlanmamış Doktora Tezi, Graduate School of Syracuse University , USA.,1983, (Unpublished Doctorate Dissertation).

This study explores the potential for developing adaptations of an open university model and instructional desing models for the Turkish Open University. The aim of the study is to adapt existing theories and models to a new context.

The study consists of two parts. Part one deals with the adaptation of the British Open University model to the specific needs and conditions of Turkey. Part two is concerned with the instructional design models, which are used in the preparation of written materials, and their adaptation to the Turkish Open University.

Part one consists of four steps. In the first step, the characteristics of a general distance education model are reviewed. In the second step, two successful distance education system (the British Open University and the Everyman's University in Israel) are analyzed and their important characteristics relevant to the Turkish Open University are listed. In the third step, the major factors which influence the adaptation process are identified. Finally in the fourth step the British Open University model is adapted to the specific conditions of the Turkish Open University on the basis of the analyses done in the second and third steps. The adaptation starts with ideentifying goals and objectives of the Turkish Open University. Then its admission policy and media used in delivering the instruction are determined. Finally course related, student related, and organizational, administrative and economic aspects of the model are discussed.

Part two addresses the question of quality instruction in the Turkish Open University. It starts with a review of the nature, context and importance of the instructional designing theories and classification of the instructional variables. The development of instructional design models is carried out at two levels: (1) micro and (2) macro.

At the micro level Merrill's instructional design models comprising the Component Display Theory are adapted to the Turkish Open University. In the adaptation process, first the prescriptive relationship among method, condition, and outcome variables is formulated. Second, the characteristics of outcome and condition variables which have impact on the method variables relevant to the Turkish Open University are determined. Finally, the characteristics of each presentation strategy component (both primary and secondary), the degree of learner control, and the richness of the models are determined.

The elaboration models developed by Reigeluth are used to design instruction of the macro level. A summary of the elaboration theory and the elaboration models presented. The reasons favoring the use of elaboration models are then discussed as well as the use of learner control and its importance for the Turkish Open University.

COMPARISON OF THE TRADITIONAL MATERIALS IN THE CONTEXT OF A PROPOSED MODEL FOR AN OPEN UNIVERSITY IN TURKEY

- 50 KÖYMEN, Ülkü. "Comparison of The Traditional Higher Educational and Open Education System From The point of Learning and Study Strategies", Oslo, Paper Presented at 14th ICDE World Conference 9-16 August, 1988, 13s, Norway, Bildiri.

In this study, the Learning and Study Strategies of the students of the Faculty of Administrative Sciences of Çukurova University, representing the traditional system and those at the Open Education Faculty of Anadolu University, have been investigated.

The Learning And Study Strategies Inventory (LASSI), developed by Claire E. Weinstein, has been used as an evaluation instrument. LASSI consists of ten scales: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self Testing and Test Strategies.

LASSI has been administered to 704 students and the scores have been placed on the LASSI evaluation chart in order to attain students' learning and study strategies profiles.

Findings reveal that students of both groups have considerably lower scores in relation to the other college students answering the same items. However no important difference has been found between the groups belonging to the two different systems.

TURKEY: DOES DISTANCE EDUCATION MEET NATIONAL EDUCATIONAL PRIORITIES?"

- 53 McISAAC, Marina S. & Karen L. Murphy. "Turkey: Does Distance Education Meet National Educational Priorities?", (Ed: David Sewart, John S. Daniel) **Developing Education**, Norway, 1988, Oslo, International Council for Distance Education, pp. 307-309 United Kingdom.

This study prepared to present at 14th ICDE conference in Oslo-Norway 1988. This study explains mission of the Open Education Faculty for Turkey's educational needs. In this study was served that distance education application by OEF is provided at least partially successful in all three areas as national priorities. These are i) To provide expanded admission procedures allowing more of the growing population to have opportunity to attend university. ii) To distribute faculty members throughout the university system thus providing experienced faculty members even in rural areas.

Although there are many administrative problems in offering these distance education courses the Open Education Faculty at Anadolu University is excited about the challenge and opportunity to meet these, the national's top educational priorities.

DISTANCE EDUCATION OPPORTUNITIES FOR WOMEN IN TURKEY

- 54 McISAAC, Marina S. & Ülkü Köymen. "Distance Education Opportunities for Women in Turkey", **ICDE Bulletin**, Vol:17, May 1988, Lancashire, pp.22-27, United Kingdom.

Article gives a place Atatürk's opinion on women and their value in developing process. Unfortunately, developments of women's were canceled until now as necessary. The Open Education Faculty really was the opportunity for rising the women education level. OEF can be easily alternative for this activity. Unfortunately Turkish women's education rights has been canceled out of her justice as socially, economically and social economically. But, OEF was opportunity to active women's status in near future for Turkey and its good looking in the contemporary development brought world societies.

EXAMINING DISTANCE EDUCATION IN TURKEY

- 55 McISAAC, Marina S. Karen L. Murphy & Uğur Demiray. "Examining Distance Education In Turkey", **International Journal of Distance Education**, Vol:No:1, 1988, Toowoomba, pp. 106-114, Australia.

This article describes the distance education program at Anadolu University in Turkey and compares its problems and solutions with similar distance education programs in other Asian countries. A brief history is presented, enrollment figures are given and future directions are described. Conclusions suggest that open education is accomplishing the goals of the country's 1981 reforms and can continue to be helpful in the country's quest for modernization.

THE INTEGRATION OF TELECONFERENCING IN DISTANCE TEACHING

- 57 MURPHY, Karen L. "The Integration of Teleconferencing In Distance Teaching", a paper, presented at **4th Annual European Correspondence Schools Seminar**, Istanbul, 4-8 Nisan 1988, 10s, Bildiri.

In this paper, a new service dimension in distance education system was examined by using teleconference system and the development of this system was suggested. In the article it was mentioned about distance education concept and general applications and it was given place to operation of Anadolu University Open Education Faculty system. It was pointed out that the teleconference system which is a new development of communication technology is costable at the beginning but later its unit cost will decrease and it is asserted that the usement of this technology in Open Education Faculty application is possible. And it was also stated that the education-teaching process will carry a functional position on a more effective level because vision and double-direction communication is possible in this system.

THE MOTIVATION OF STUDENTS IN DISTANCE EDUCATION SYSTEM: THE CASE OF THE TURKISH OPEN EDUCATION FACULTY

- 58 MURPHY, Karen L. "The Motivation of Students In Distance Education System: The Case At The Turkish Open Education Faculty", **ICDE Bulletin**, Vol:20, 1989, Lancashire, pp. 26-31, United Kingdom.

The aim of this investigation is to describe the context of distance learning by exploring students' perceptions of how they are motivated to succeed. Specifically, it explore the factors to which first-year distance learners attribute their success and failure. It tests the attribution theory of achievement motivation in a new setting with different research methodology. The research

method is naturalistic inquiry qualitative data were obtained through observation and interviews with a small sample of first-year distance education students living in Eskişehir, Turkey. Demographic data were obtained from a large sample of students throughout the country. Results indicate that personal, social, and educational factors combine to influence students' attributions for success and failure.

TURKEY'S OPEN EDUCATION POLICY

- 59 MURPHY, Karen L. Turkey's Open Education Policy "Educational Technology Research and Development, Vol:5, No:37, 1989, Washington DC, pp. 122-125, USA.

The Turkish experience should be viewed as a case study of one model for distance education. Distance education is one arena where instructional technology is helping institutions reach large numbers of people previously inaccessible to university education, at a fraction of the cost: for the OEF, 17 percent of the cost of a conventional university education, according to one of the study of member of the OEF. With these kinds of cost savings, it is not difficult to explain the worldwide interest in such systems.

Karen's account provides a close look and analysis of this promising educational program.

It was not until the 1987-88 academic year, however, that articles of a more general nature began to appear. Prof.Şan Öz-Alp's description of the OEF was published in Turkish in a Turkish journal. Shortly afterward, the first two articles in English appeared in foreign journals (McIsaac, Murphy, & Demiray, 1988, McIsaac and Köymen, 1988). The most recent addition is Associate Professor Tahir Özgü's article in English.

This review concerns only the two articles by Öz-Alp and Özgü, both of which were published at Anadolu University in Turkey. Prof.Öz-Alp is a former dean of the Open Education Faculty and is now teaching at the Faculty. Dr. Özgü is now directing the

OEF program in Europe through the office in Cologne, West Germany.

Student unrest in Turkey during the 1970's resulted in a university system which by 1980 could provide places for only 22% of the citizens who wished to attend. The Turkish Open Education Faculty was formed in 1982-83 to provide university places for people who would otherwise be denied that privilege. Based on the model of the British Open University, the OEF provides instruction to students located throughout the country, primarily through print-based materials supported by broadcast television and radio, face-to-face instruction, and video education centers. This concept of education serves a variety of needs in numerous countries in the areas of basic education, higher education, vocational and technical education, teacher training, and nonformal education. In all such distance education schemes, the common ingredient is that the learner is separated in time and space from a teacher. In addition, a combination of communication technologies is frequently utilized to deliver instruction.

The distance education program in Turkey demonstrates an integration of communication technologies designed to meet the needs of a growing student population. Hosted at Anadolu University, this program currently serves over 150,000 students. Its administration is carried out at the Central Administrative Bureau in Eskişehir and locally at 20 bureaus throughout the country. The face-to-face instructional component utilizes personnel from local universities.

**A QUALITATIVE STUDY OF ATTRIBUTIONS
IN TURKISH DISTANCE EDUCATION:
THE STUDENT PERSPECTIVE**

- 60 MURPHY, Karen L. "A Qualitative of Attributions in Turkish Distance Education: The Student Perspective", *Yayınlanmamış Doktora Tezi*, University of Washington 1990, (Unpublished Doctoral Dissertation).

This study explores the achievement attributions of first-year university students in a distance education system in Turkey. The purpose of the study was to analyze the actors to which distance learners attribute their success and failure within the system, to generalize about the sociocultural influences on those attributions, and to note patterns of attributions and expectations for future success or failure in similar academic events. The theoretical focus is an application of the attribution theory of achievement motivation (Weiner, 1974, 1979). The research design included case studies of four first-year students in the Open Education Faculty (OEF) and questionnaires and interviews with larger samples of students and with administrators.

Because OEF students pursue their university degrees from their homes, they do not have access to the supportive classroom structures normally found in face-to-face education. The students also learn in a largely text-based system in a society that is rooted in an oral tradition. The results indicate that in general, first-year OEF students have a vocational orientation, and they use a surface approach that focuses primarily on memorizing information in their textbooks. They attribute both their success and failure primarily to a variety of conditions in their academic environments and to their own efforts; other success and failure attributions include luck and task difficulty. The experience of the first months in their new distance learning system challenges these students --most of whom are employed and are typically older than first-year students in other universities-- to convey of their learning context in a different manner. As a result, they reconstruct, or reconfigure a variety of elements in the system to meet their learning and social needs.

These results suggest the need to investigate more closely whether certain features of attribution theory are in fact universal across cultures based on values of interdependence particularly in cultures based on values of interdependence and group ethos. Administrators, particularly in other Moslem or developing countries, in their efforts to increase student persistence in distance education, would benefit from first-year OEF students' conceptual reconfiguration of their distance learning environment.

TRENDS IN DISTANCE LEARNING: A NEW WAVE

- 64 OLIVEIRA, Joao. "Trends In Distance Learning: A New Wave", **Development Communication Report**, 63: 1-2, 1988, USA.

In this article, Mr. Oliveira gives a place, some distance education institutes which are starting in developing countries and in the Middle East Countries. The author has stated that Anadolu University began in 1982. Today Anadolu University The Open Education Faculty student number reached to over 150.000 in under graduate and over 100.000 for teacher training students. Also, Mr. Oliveira added West Germany project of the Anadolu University Open Education Faculty. In this article emphasized that today distance education systems are benefit from point of administral, economical, educational and time saving.

AÇIKÜNİVERSİTE

- 65 ÖNGÖREN, Mahmut Tali. "Açıküniversite=Open University", **Bilim ve Sanat**, 28: 23-25, 1983.

In this article it was pointed out that education and mass communication media do not reach people equally and it was also stated that Open Education Faculty which was established in the structure of Anadolu University is also inadequate for many ways. It was given place to the opinion that Open University should be a structure that covers printed materials, mass communication media, face-to-face education, tutorship bureaus

and staff studies. It was stated that Open Universities should help students to train themselves in their fields but not give higher education diploma. Unfortunately, the purpose of Open Education Faculty is to create higher education possibilities in Turkey. But the author does not reject that Open Education Faculty undertakes important duties for recovering absentees in Turkish higher education although it has some inadequacies.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İDARESİ VE İKTİSAT PROGRAMI ÖĞRENCİLERİ

- 66 ÖZ-ALP, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi İş İdaresi ve İktisat Programı Öğrencileri=Students of The Open Education Faculty Economics And Business Administration In Anadolu University", Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi İİBF, 5, 2: 275-297, Yayın No: 258 / 56, Kasım 1987.

In this article, inquiry results which were applied to Open Education Faculty students every year under title of "Student Information Form" were handed. Questions that were asked to students in this inquiry form are as follows; qualification of birth place, qualification of living place, positions of brothers or sisters, occupation positions of mother and father and distribution of students according to their birth years, number of family members, reason of their making higher education, preference row for Open Education Faculty, positive and negative characteristics of Open Education Faculty and their attention to social activities.

From the results of these questions a profile of Open Education Faculty students was obtained. According to the findings of the study, a large number of students were men, their mothers were housewives and their income level was below country average. It was ascertained that more than half of the students are working in a job, they have got radio and TV in their houses and they tend to participate to activities such as theatre and folklore.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ
KKTC PROJESİ VE 1988 MEZUNLARI

- 67 ÖZ-ALP, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi KKTC Projesi ve 1988 Mezunları Anadolu University North Cyprus Turkish Republic Project And Graduates of 1988 ", AOF İletişim Bilimleri Dergisi, **Kurgu**, 5: 287-301, Yayın No: 320 /141, Kasım 1987.

In this article it was mentioned about distribution of Open Education students according to grades and programs, graduates for graduating years, North Cyprus Turkish Republic students in higher education, NCTR students in Open Education Faculty graduation distributions of NCTR students according to their age slices, and sexes and working positions.

In 1987-88 educational year NCTR has 3900 students who were studying in higher education in Turkey. 917 of them were students of Open Education Faculty. The youngest of the students 17 years old and the oldest was 46 years old. 61 of them 1988 graduate students are working. This results show us that working in a job does not cause an obstacle for educating in a university.

**AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON
PROGRAMLARININ DEĞERLENDİRİLMESİ
(Malatya'da Oturan AÖF Öğrencileri Üzerinde
Yapılan Bir Araştırma)**

- 68 ÖZBİLGİN, Lütfi, Şenay Işık & Ali Yıldırım. "Açıköğretim Fakültesi Televizyon Programlarının Değerlendirmesi (Malatya'da Oturan AÖF Öğrencileri Üzerinde Yapılan Bir Araştırma)=Evaluation of The Open Education Faculty's TV Course Programs (A Research on The Open Education Faculty Students Who Are Living In Malatya)", İnönü Üniversitesi Eğitim Fakültesi, 1985, (Unpublished Research Report but, Copied).

A research was done in order to investigate whether the OEF students are watching TV OEF programs and benefitting from them by using a sample consisting of 100 students who are living in Malatya and attending to the Open Education Faculty. The results of the research were as follows: During the period which the research was done; students generally benefit from these programs, but broadcasting hours of these programs were not available enough to help students' learning processes and students can not gain enough helpful from this education circumstances, and but, the style of telling TV course programs were found very useful by students.

**ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ
MERKEZİ AÇIKÖĞRETİM PROGRAMLARI (İktisat ve İş
İdaresi) BİRİNCİ YIL UYGULAMASININ
DEĞERLENDİRİLMESİ**

69 ÖZER,

Gündüz Mukadder. "Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğretim Programları (İktisat ve İş İdaresi) Birinci Yıl Uygulamasının Değerlendirilmesi=Evaluation of The 1st Year Application of Anadolu University Open Education Faculty Programs: Business Administration And An Economics",Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, 1985, (Unpublished Doctoral Thesis).

After the complement of the first educational year of Anadolu University Open Education Faculty, this study consist of the evaluation of this application. Some socio-economic characteristics of Eskişehir Economics and Commercial Sciences Academy Economics Administration Sciences Faculty students who were settled by Student Selection Placement Center and Open Education Faculty students were compared. At the end of the study, it is found that Open Education Faculty students for a group of olders, and their economic levels take place in a lower income slice. In the study, it is touched to the brief history of applications of distance education system in Turkey and it is emphasized that detailed examinations can be made by researches which will be done in Open Education Faculty Business Administration and Economics Programs in later years.

**UZAKTAN EĞİTİM YAKLAŞIMIYLA UYGULANAN EĞİTİM
ÖNLİSANS PROGRAMININ ÖĞRETMENLİK MESLEK
BİLGİSİNİ KAZANDIRMA YÖNÜNDEN ETKİNLİĞİ**

70 ÖZER,

Bekir."Uzaktan Eğitim Yaklaşımıyla Uygulanan Eğitim Önlisans Programının Öğretmenlik Meslek Bilgisini Kazandırma Yönünden Etkinliliği =The Effectiveness of The Two Year Diploma Program For The Elementary School Teachers In Inducing The Knowledge of The Theory And Practice By Distance Education Approach", Yayınlanmamış Doktora Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, 1989, (Unpublished Doctoral Dissertation).

Anadolu University, Eskişehir, Turkey, has sponsored a two-year up-grading academic program for elementary school teachers through the Open Education Faculty utilizing distance education techniques. This study tries to determine the effectiveness of the said program in inducing the knowledge of educational theory and practice in the teachers enrolled in the program.

Two tests and a questionnaire were used in data collection. They were given to 428 elementary school teachers randomly selected during the academic year of 1987-1988. The tests developed for measuring the teachers' knowledge of educational theory and practice were given as a pre-test before the related courses in the program were taught, and as a post-test once these courses were taught through the media. Moreover, some personal information about each teacher in the sampling group was collected and the learning methods of each teacher were found out through the questionnaire. The statistical analysis of the data obtained from the tests and the questionnaire reveal the following:

*There is a marked increase in the knowledge of educational theory and practice of the teachers enrolled in the program. This most probably shows the effectiveness of the distance education.

*The increase in the knowledge of educational theory and practice of the teachers is unrelated to the sex, prior educational background and teaching experience of theirs.

*The teachers enrolled in the program greatly relied on the textbooks for learning and folloed a few of the television and radio programs. Furthermore, it was found that most teachers seeked extra tutoring and expressed a need for face-to-face consultation. On the other hand, it was unexpectedly found that the level of achievement related to the increase in the knowledge of educational theory and practice of the teachers hasn't changed in accordance with the effective use of the teaching media, the amount of extra tutoring they received, and the amount of need they had for face-to-face consultation.

*The teachers in the program wanted further distance education programs to develop and renew their knowledge of educational theory and practice either as in-service training or degree programs. It was also suggested that those who were successful in the in-service training programs should be rewarded in terms of better salaries and fringe benefits.

TÜRKİYE'DE UZAKTAN EĞİTİM: ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİNİN UYGULAMALARI

71 ÖZER,

Bekir. "Türkiye'de Uzaktan Eğitim: Anadolu Üniversitesi Açıköğretim Fakültesi'nin Uygulamaları=Distance Education In Turkey; A Case Study on Applications of The Anadolu University Open Education Faculty", **Eğitim Fakültesi Dergisi**, 2, 2: 1-4 Anadolu Üniversitesi Yayınları, 1989.

In this article main education problems which keep its importance since 1950's until today in Turkey are handed and it is given place to attempts which aim to get use of distance education system in solving education problems in Turkey. After giving a brief history it was given informations about the real meaning of distance education today, and organisation structure, opera-

tion, students, academic program, teaching circumstances, services which were given to students and cost of the system that was established firstly for Anadolu University in the university structure of Turkish education system. Distance education application studies of Anadolu University bring concrete results for solving some important education problems.

ORTA ÖĞRENİMLİ İLKOKUL ÖĞRETMENLERİNE UZAKTAN ÖĞRENİM YOLUYLA ÖNLİSANS ÖĞRETİMİ SAĞLAMA PROJESİ ÖN RAPORU

72 ÖZGÜ,

Tahir. Aytaç Açıkalın & Ayhan Hakan, Anadolu Üniversitesi Açıköğretim Fakültesi'nce düzenlenen Orta Öğrenimli İlkokul Öğretmenlerine Uzaktan Öğrenim Yoluyla Önlisans Öğretimi Sağlama Projesi Ön Raporu=Report on Providing Two Year Up-Grading Academic Program By Distance For The Teacher Who Graduated From Secondary School, Yayınlanmamış Rapor, Eskişehir : 1985, 82s, (Unpublished Research Report but, Copied).

In the report which was prepared in order to be presented to the National Ministry of Education, teachers' in-service educations which of teachers who do not have university ei.... by using distance education was mentioned because those who work in all kinds of schools should have university degrees, according to the law 1739, as Essential Education law. It was also informed about planned teaching program, (two year up-grading academic program) application organization and collaboration between sources and institutions. By this way two-year university education will be given to teachers.

In the report it was given place to determining of sufficiencies of present teachers and necessities; how and which restrictions are needed for operating on printed materials, radio-TV course programs and face-to-face education circumstances, and detailed information about organization.

The report is supporting that after the completement of teacher training program, nearly 130.000 elemantary school teachers who were graduated from secondary schools in Turkey will provide benefit and help to our society in educational, legal and burocratic respects.

**EĞİTİM SORUNLARI VE ÇÖZÜMÜNDE KİTLE İLETİŞİM
ARAÇLARI: EKONOMİKVE TEKNOLOJİK
BİR YAKLAŞIM**

73 ÖZGÜ,

Tahir. Eğitim Sorunları ve Çözümünde Kitle İletişim Araçları: Ekonomik ve Teknolojik Bir Yaklaşım=Distance Education And Its Contribution to The Solution of Educational Problems In a Developing Country: (Turkey), Eskişehir: Anadolu Üniversitesi Açık-öğretim Fakültesi Yayınları, Yayın No: 216 / 106, 1986.

The author is determining the deficiencies by examining problems which are met in all education teaching institutions from primary education to higher education and studies on solving the problems and brings solution suggestions. In the first chapter of the book an analizes of education problems is done and it is stated that the source of these problems is financial difficulties resulting from the system which is expensive and does not use a technology. As a result, some changes should be done in the system to solve this problem.

In the second chapter, some suggestions for solution were given. It was also supported that students must absolutely be in traditional residence-school- in new education system. The author who thinks that education and teaching systems should get help of all education and teachers circumstances in which they own in society summarizes these circumstances as mass communication media, production world and social surrounding.

In the last chapter Apprenticeship and Occupational Education Law was mentioned. It is stated about reasons of making this

law, the wrong applications have seen after the acception of law and the necessities of new laws which are present. The author says that "Usement of Mass Communication media in education areas which the law permits will provide productions of education packets which will be benefitted besides mass communication media.

**DISTANCE EDUCATION AND ITS CONTRIBUTION
SOLUTION OF EDUCATIONAL PROBLEMS IN
A DEVELOPING COUNTRY: (TURKEY)**

74 OZGU,

Tahir. Distance Education and Its Contribution to The Solution of Educational Problems in a Developing Country; (Turkey), Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 018, 1988.

One of the major changes that has taken place in the Turkish Educational System was the introduction of distance education in the year 1982.

In this study, discussed of the economic aspect of distance education and its benefit for the education problems in developing countries as Turkey. Also, fields of education in Open Education Faculty, organization and using media in its operation. This study had set up the number of the students, overseas activities, graduation and evaluation of OEF. And, some arguments are dealing with OEF and economic aspects of education discussed in this study. Study ended by offering multi-media for its advanced form and benefically process for Turkey.

**ANADOLU ÜNİVERSİTESİ BATI AVRUPA FAALİYETİ,
YAPILANLAR, YAPILACAKLAR, GEREKLİLİKLER**

75 ÖZGÜ,

Tahir, "Anadolu Üniversitesi Batı Avrupa Faaliyeti - Yapılanlar - Yapılacaklar - Gereklilikler=West Europe Project of Anadolu University- What has done- What will be done And Necessities", Yayınlanmamış Rapor, Anadolu Üniversitesi Yayını, Köln, Haziran 1988, (Unpublished But Copied Report).

In this report it is mentioned about Open Education Programmes applied in Turkey in 1987-88 educational year and also has applied in West Europe nations; the fact that 2084 students registered West Europe Connection bureau of Anadolu University in this educational year; the fact that 39.000 video cassette and 43.000 printed materials conveyed to students who were getting use of these programs in the last academic period; the fact that academic counselling service was given to students living in the settlement centers of Köln, Essen, Berlin, Nurmberg, Frankfurt, Lahey and Brussels; and about the collaboration in Federal Germany science and education surroundings in various levels.

Besides, this study which also gives a place to the subject that what will be done in respects of West Europe Project in the future.

TELEVİZYON ÖĞRETMENLİĞİ

76 ÖZSOY,

Yahya & Dursun Gökdağ, "Televizyon Öğretmenliği=TV Teachership" Anadolu Üniversitesi Eğitim Fakültesi Dergisi, 2,1: 123-139, 1987.

This is an article which was written by the aim of helping teaching-staff who will give courses on TV to be better TV teacher and by this way the quality of TV education programmes will be increased. In the article it is touched to the subjects of TV teachership and being aware of the responsibilities that the work car-

ry; knowing the special circumstances named studio; what kind of a pre-preparation should be done before the camera.

As a result, it is claimed that TV teachership is an art which should be learnt and there must be somebody or an institution that will teach this education. It is stated that Anadolu University should shoulder this vanguardness.

UZAKTAN EĞİTİM TEKNOLOJİSİNİN EĞİTİMDE KULLANILMASI

- 77 OZSOY, Yahya. "Uzaktan Eğitim Teknolojisinin Eğitimde Kullanılması=Usage of Distance Education Technology In Education", İnönü Üniversitesi Eğitim Fakültesi'nce düzenlenen **Eğitim Bilimleri Sempozyumu**'nda sunulan bildiri, Malatya 15-17 Haziran 1989

This paper was prepared to examine the hidden power behind the addition of technology which is used in distance education to general education. "What kinds of effects of distance education technology that was applied by Anadolu University Open Education Faculty does or will occur in general education falls in the mind as a question. The results of these questions are summed up in this study as main titles.

TÜRKİYE'DE YÜKSEKÖĞRETİM KURUMLARINA ÖĞRENCİ SEÇME VE YERLEŞTİRME SİSTEMİ

- 78 PAYASLIOĞLU, Arif. **Türkiye'de Yükseköğretim Kurumlarına Öğrenci Seçme ve Yerleştirme Sistemi=Student Selecting and Placement System For Higher Education Institutions In Turkey**, Ankara: ÖSYM Araştırma, Geliştirme Birimi, 1985.

In this study it was given a place to the introduction of the system that is applied for student selection and placement to High-

er education institutions in Turkey; principle of taking student to open education system which forms an original way for student placement, and help of the services provided by ÖSYM (Student Selection Placement Center) to open education programs.

In the study which chooses Open Education Faculty authorities as a rival for students who will enter ÖSYM exams and Higher Education Board authorities it is touched to the subjects of qualification of The Open Education Faculty, course materials of OEF, structure of academic counselling services, examination and evaluation system of The Open Education Faculty and communication dimensions of ÖSYM-OEF.

**ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ
UZAKTAN ÖĞRETİM ÇALIŞMALARI VE RADYONUN
KULLANIMINA İLİŞKİN BİR MODEL GELİŞTİRİMİ**

- 79 SAĞLIK, Mediha. Anadolu Üniversitesi Açıköğretim Fakültesi Uzaktan Öğretim Çalışmaları ve Radyonun Kullanımına İlişkin Bir Model Geliştirimi=A Model Suggestion on Using Radio As An Education Medium For The Anadolu University Open Education Faculty And Its Application", Yayınlanmamış Yüksek Lisans Tezi, Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, 1985, (Unpublished Master Thesis).

This study aimed to research more productively using of radio in distance education of the Open Education Faculty Anadolu University, Turkey. This study consists of two main chapters. The first chapter is dealing with educational radio programs which broadcasted by Turkish Radio and Television Association (Abrev. TRT), and brief history of the distance education applications from beginning up to now.

The second chapter gives a place for developing model on using radio in Turkish Open Education Faculty more productive in the operating of Open Education Faculty. This model consists of the criteria of the educational radio programs, producing techniques and harmony of the educational radio programs with the other teaching materials in distance education.

**AÇIKÖĞRETİM FAKÜLTESİ AKADEMİK DANIŞMANLIK VE
UYGULAMA HİZMETLERİNİN DEĞERLENDİRİLMESİ**

80 SERTER,

Nuray. Açıköğretim Fakültesi Akademik Danışmanlık ve Uygulama Hizmetlerinin Değerlendirilmesi=Evaluation of The Academic Counselling Service in The Open Education Faculty, Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 243 / 16,1986.

It is not sufficiently known that in what degree the Academic Counselling Services which take place in distance education system that is applied in the level of higher education by Anadolu University Open Education Faculty since 1982-83 educational year operate (work) in the direction of their goals. This study in which suggestions are developed in the direction of recovering Academic Counselling activities by evaluating inquiry results applied to students in the aim of evaluating education activities dimension of first year application of Open Education Program; is the book printed as a doctorate thesis of the author. The author handed the suggestions in two groups: Suggestions which will be applied for short term, and suggestions which will be applied in the long term. The author who reaches the hypothesis that the expectations of students and education staff from Academic Counselling services are different states that expectations of students become more different at the end of the year of the application and besides evaluating this differentiation as a kind of awareness it can also be seen as a forming of open education student type.

ÜNİVERSİTELERE GİRİŞ SORUNU; EĞİTİM TEKNOLOJİSİNDEKİ GELİŞMELER VE BİR ÖNERİ

- 81 SERTER, Nuray. "Üniversitelere Giriş Sorunu; Eğitim Teknolojisindeki Gelişmeler ve Bir Öneri=Problem of the University Entrance System: Developments In Educational Technology And A Suggestion", Açıköğretim Fakültesi İletişim Bilimleri Dergisi, **Kurgu**, 5:347-355 Yayın No: 320 / 141, Ocak1989.

It is stated that Turkish higher education system can not meet the demand sufficiently since 1960's and from this year candidates who wants higher education show a great increasement. A series of problems were brought to universities which were doing their own exams until 1974, and in 1974, it was decided to establish OSYM by attempting a regulation. This application had brought a calmness to the problem of entering university in a certain ratio in respects of selecting and placement but the number of people who could not enter university by elimination reached a higher level and a series of problems that these people carried with themselves were defined as an inequilibrium between information and secondary schools as a problem of entering university. The operating application of distance education by the related matter of 2547 the law numbered 2547 which was issued in 1982.

In the article, it was suggested that by focusing on distance education method; by teaching the basic courses and concepts on 8 basic areas by distance education method, and by slipping the funds, sources and possibilities of higher education to occupational education which considers the same area's application or face-to-face education; basic concepts and courses can be communicated to wide masses and the possibilities should be given to the people from this mass who are successful in occupational education.

**THE LATEST DEVELOPMENTS IN EDUCATIONAL
TECHNOLOGY AND TEACHING ACCOUNTING
(TURKISH CASE)**

- 82 SÜRMELİ, Fevzi. **The Latest Developments In Educational Technology And Teaching Accounting (Turkish Case)**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 014, 1989.

In this study it was emphasized that modern technological developments take place in educational process inevitably, it was touched to the subjects of educational technology, usage of communication technology in education, distance education method and distance education materials used in this process, using of these materials, using especially usement of TV courses and printed materials, and accountancy education of the application in Anadolu University Open Education Faculty.

And at the end of the study it is mentioned about the fact that getting use of TV video, telephone, telex, cassette, film and computer in administration, planning, organising and evaluating of education-teaching process forms the base of sub-discipline of educational technology and about the position and importance of density used educational technology in distance education system.

TÜRKİYE'DE UZAKTAN EĞİTİMİN TARİHSEL GELİŞİMİ

- 83 ŞİMŞEK, Ali. "Türkiye'de Uzaktan Eğitimin Tarihsel Gelişimi=Historical Developments of Distance Education in Turkey", **Çağdaş Eğitim**, 108: 34-39, 1986.

In this article it was stated that the demand for education had reached to extraordinary dimensions in the last years and because the traditional education systems could not meet this demand, distance education becomes widespread in a very quick speed. In the article it is tried to evaluate the history of the dis-

tance education which applied in Turkey and the results of these attempts in respects of educational technology. It was emphasized that institutions that would apply distance education should begin applications after having known the conditions of the students.

**TÜRKİYE'DE UYGULANAN UZAKTAN EĞİTİM
SİSTEMİNDE VIDEO İLE EĞİTİM MERKEZİ
PROJE ÖNERİSİ**

84 TEKİN,

Cengiz, Uğur Demiray & Murat Barkan.
Türkiye'de Uygulanan Uzaktan Eği-
tim Sisteminde Video ile Eğitim Mer-
kezi Proje Önerisi=A Project Sug-
gestion For Anadolu University O-
pen Education Faculty's Video Edu-
cation Center, Eskişehir: Anadolu
Üniversitesi Eğitim Teknolojisi ve Yaygın
Eğitim Vakfı Yayınları, Yayın No: 001, 1987.

In this study which was done collectively, it was supported that video should be taken a place in a rate of 1:10 in the system in studies of Open Education Faculty students as a distance education system applied in Turkey and suggestions were brought on the subjects of why and how video should be used. This study was done by taking base the data of the research that was done on the subject of 'Usage of Video in Turkish Society' by two of the authors.

The aim of the study was to show that video could take place in distance education system which has been applying by in Anadolu University as a supportive service for students. The study consists of five chapters. In the first chapter it was given place to literature oriented information about communication media used in distance education systems and the functions of these media in the operation of the system and usage possibilities of video for distance education. In the second chapter it was given a place to applications of distance education in Turkey until today and served some information about the past, developments, applications and problems that were tried as an open education

before and its beginning in our country and about channels of open education for reaching students.

In the third chapter it was touched to the subjects of usage possibilities of video in Open Education Faculty, relation between Open Education Faculty bureaus and Video Education Libraries; operation process of VEM (in Turkish Video Eğitim Merkezi=Video Education Center); coordination between Video Education Center - Video Education Libraries applications in the provinces bureaus. In the fourth and results and suggestions related with usage of video given and it was mentioned about on evaluation section which consists of information about other units which need for coordination. After the fifth chapter that consists of a pilot application, it was given place to additional reading part which were used in the study. The results that were reached after the study can be summarized as follows: Video should be put into a position of medium which can be used functionally for increasing the education and information level of the people, and the image of video as an entertaining and time-spending tool can be broken. Using of video on this area will bring it into a position of medium which is peculiar to us and which is used synchronously with other nations when we compared with the other applications in another nations'. By this suggestion application video can find usage areas in other fields too, and can be more functional for education of the society in the fields in which it is used.

THE OPEN EDUCATION FACULTY OF ANADOLU UNIVERSITY

- 85 TEKİN, Cengiz, Durmuş Ali Özçelik, Uğur Demiray & Murat Barkan. **The Open Education Faculty of Anadolu University**, Eskişehir: Anadolu Üniversitesi, 1988.

Anadolu University was founded in 1982. The already existing Academy of Economics and Commercial Sciences (founded in 1958), and Engineering and Architecture (founded in 1970), were reorganized as faculties of Economical and Administrative

Sciences, and Engineering and Architecture, respectively, under the new university structure.

Presently, Anadolu University has the following faculties:

Faculty of Economics and Administrative Sciences, Faculty of Engineering and Architecture, Faculty of Economics and Administrative Sciences (Kütahya Campus), Faculty of Economics and Administrative Sciences (Afyon Campus), Faculty of Medicine, Faculty of Pharmacology, The Open Education Faculty, Faculty of Education., Faculty of Arts and Sciences.

In sum, Anadolu University consists of 9 faculties and 5 higher schools and 5 Higher School of Occupation with approximately 2000 employees, 656 of whom are the academic staff members. The university has more than 300.000 students which make it the largest university in the country. Anadolu University has carried out the distance education system since 1982 and in this way has brought a new dimension to Turkish education system.

This study describes operating of the OEF with all aspect for a reader. Of course it was a kind of brouchure to inform people who are intrested in. This brouchure is useful for seminars, congress, or for the visitors of the university or faculty.

ÇAĞDAŞ BİR EĞİTİM ARACI VIDEO: ARAŞTIRMA-KURAM-UYGULAMA

86 TEKİN,

Cengiz (Editör). **Çağdaş Bir Eğitim Aracı Video: Araştırma - Kuram - Uygulama=Video; A Modern Educational Media -Research Theory Executive** Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 004, 1988.

This study consists of articles which are related with video which is also a mass communication media nowadays and subjects about the of video in various dimensions. The concerning of the study with Open Education Faculty dimension is because the

usage of video in distance education systems, by Open Education Faculty Video Education Centers and the articles about the applications in these centers.

In the articles, by claiming that video is a functional medium in distance education, it is given place to the opinion that video will help distance education student in their learning process.

HOME VIDEO A POSSIBILTY TO SUPPORT DISTANCE EDUCATION STUDENTS

- 87 TEKİN, Cengiz & Murat, Barkan. **HOME VIDEO: A Possibility to Support Distance Education Students**, Eskişehir: Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 011, 1988.

In this study in it was mentioned about the opinion that supports the usage of video in education services because of the home-video characteristics was assumed, it was insisted on characteristics of video and of these characteristics in distance educational method by reflecting in education circumstances.

SHORT PROFILE OF THE FIRST GRADUATES OF THE OPEN EDUCATION FACULTY

- 88 TEKİN, Cengiz & Uğur Demiray. "Short Profile of The First Graduates of The Open Education Faculty", **ICDE**, Vol:19, 1989, Lancashire, pp. 68-70, United Kingdom.

Anadolu University Open Education Faculty had brought a new dimension to Turkish education system by starting education in 1982. It was stated that this new brought dimension is convenient to Turkish social structure and gradually is being accepted by public opinion. In this study some brief information about the characteristics of first graduates of Open Education Faculty were given.

**TELEVİZYON EĞİTİM PROGRAMLARINDA GRAFİK
KULLANIM AÖF ÖRNEĞİ**

- 89 TÜTÜNCÜ, Özden. "Televizyon Eğitim Programlarında Grafik Kullanım-AÖF Örneği=Usage of Graphic In Educational TV Programs And Case Study of The Open Education Faculty", Yayınlanmamış Yüksek Lisans Tezi. Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, 1988, (Unpublished Master Thesis).

This study consists of four chapters. In the first chapter, it was mentioned about superior properties which the TV has as a communication medium that bounds to changing and developing conditions in the society. In the second chapter it gives a detailed subjects of TV educational programs, characteristics and kinds of TV graphics and TV educational program graphics by consulting to written sources. In the third chapter it serves of the findings which were obtained from applied a content analysis on graphics which were used in fourth class branch courses that were broadcasted in 1986-87 educational year as a TV educational program of Anadolu University Open Education Faculty. In the fourth chapter of the study, it was given a place to summary, results and suggestions.

**İŞİTME ENGELLİ ÇOCUKLARI OLAN AİLELERİN
UZAKTAN ÖĞRETİM İLE EĞİTİLMESİ**

- 90 ÜNLÜ, Sezen. "İşitme Engelli Çocukları Olan Ailelerin Uzaktan Öğretim İle Eğitilmesi=Education of The Parents Who Have Hearing Impaired Children By Distance Education", Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 248/118, 1987.

This study is an empirical research in curriculum development. The book consists of four chapters. In the first chapter, it was given a place to printed materials of distance education and communication and family education which form a base for the

second chapter. In the second chapter it was given a place to the method. And in the third chapter it was mentioned about the findings which were obtained after the analyses of data and and comments related with these findings. After the sections of summary, judgement and suggestions; additional readings about the research, inquiry, pre-test, book, radio and TV programs, articles used in education applications and post-tests take a place in the book.

The author reaches to the decision that distance education programs that are used, will help family education positively according to the findings of the research. Because education of hearing impaired needs to be motivate for their competence and aware from the technical information, the author insists on that a group study in urgent for this system.

It is supported that special groups from course group which were formed in distance education institutions should be charged and program preparation group should be formed by participating of personnels of distance education and Radio-TV Institution, Anadolu University Open Education Faculty and Hearing Impaired Children Education Center (Calls Turkish as İÇEM) to render parent education programs continuous.

OKUL ÖNCESİ ÖĞRETMENLERİN UZAKTAN ÖĞRETİM YÖNTEMİ İLE YETİŞTİRİLMESİNE YÖNELİK PROGRAM MODELİ

- 91 ÜSTÜNOĞLU, Ülkü. Okul Öncesi Öğretmenlerin Uzaktan Öğretim Yöntemi ile Yetiştirilmesine Yönelik Program Modeli=A Model of Training Pre-School Teachers by Using Distance Education Method, Eskişehir: Anadolu Üniversitesi Açık-öğretim Fakültesi Yayınları, Yayın No: 220 / 107, 1987.

This research was prepared to develop a program model about training of candidate teachers in sufficient numbers and qualities by distance education in the aim of surpassing teacher in-

sufficiency which is one of the problems of the system to validate education services. Nowadays, materializing and making widespread the education services before school period is gaining importance gradually.

The author is defining this program model as an applicative program model in which printed materials are taken as base process and a multi-media approach is appropriated. The model will be applied by using printed materials, radio, and distance education processes such as TV and face-to-face education teaching by getting use of possibilities of Anadolu University Open Education Faculty. The author brings some suggestions about applications and future by taking base the findings of this research, at the end of the study.

UZAKTAN ÖĞRETİM SİSTEMİYLE ÖĞRENİM GÖREN ÖĞRENCİLERİN YABANCI DİL PROGRAMINA İLİŞKİN TUTUMLARI

92 YAŞAR,

Şefik. " Uzaktan Öğretim Sistemiyle Öğrenim Gören Öğrencilerin Yabancı Dil Programına İlişkin Tutumları=Attitudes of The Students Who Are In Distance Education Process Towards Foreign Language Teaching", Ankara, Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, 1985 (Uhpublished Master Thesis).

In this study, firstly, attitudes of the students who are in distance education system towards Foreign Language Programme were invastigated. Secondly, obtained attitudes through attitude scale were interpreted in respect for curriculum development. Finally, suggestions of the students concerning with the current programme were required. The population of the study consists of the students who are attending Anadolu University Open Education Faculty and the sample of the study is 5 percent of those, namely 595 students, who are attending Open Education Faculty during 1984-85 educatonal year. In order to get knowledge about the attitudes of the students, a Likert type attitude scale was developed and given to the students.

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The findings of the study are as follows:

*The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionally, the attitudes of the students were also different from each other in respect for watching English programmes on TV and listening to similar radio programmes.

*Students learn the foreign language for instrumental and integrative purposes.

*Almost all of the students (%94), suggest that the activities which will help their improvement in spoken skills ought to be employed.

UZAKTAN ÖĞRETİM SİSTEMİNDEKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRETİMİNE İLİŞKİN TUTUMLARI

93 YAŞAR,

Şefik. " Uzaktan Öğretim Sürecindeki Öğrencilerin Yabancı Dil Öğretimine İlişkin Tutumları=Attitudes of The Students who Are In Distance Education Process Towards Foreign Language Teaching", Anadolu Üniversitesi Eğitim Fakültesi Dergisi, 2, 2: 227-233.,1989.

In this article, firstly the importance of being familiar with student attitudes was emphasized in order to develop more functional foreign language teaching. Then the findings of the study named "Attitudes of the Students Who are in Distance Education System Towards Foreign Language Programme" by Ş. Yaşar (1985) were summarized.

The findings of the study mentioned above are as follows:

*The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionally, the attitudes of the students were also different from each other in respect for watching English programmes on TV and listening to similar radio programmes.

*Students learn the foreign language for instrumental and integrative purposes.

*Almost all of the students (%94), suggest that the activities which will help their improvement in spoken skills ought to be employed.

**ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ
EĞİTİM ÖNLİSANS PROGRAMINDA YAYIMLANAN
TELEVİZYON PROGRAMLARININ YAPIMI ÜZERİNE
BAZI NOTLAR**

94 YUKSEL,

A. Haluk. "Anadolu Üniversitesi Açıköğretim Fakültesi Eğitim Önlisans Programında Yayınlanan Televizyon Programlarının Yapımı Üzerine Bazı Notlar=Some Notes on TV Course Production Which Were Produced By Anadolu University Open Education Faculty For Teacher Training", *Milli Eğitim*, 74: 48-61, 1987.

In this article it was emphasized that the basic aim of modern education was to train man power and specialization power in areas which the society needs, it was given a place to some explanations related about teachers' being individuals who had completed their higher educations in level of teacher training by also using mass communication media which are applied by studies of Anadolu University Open Education Faculty and it was touched to the subjects of construction process of TV programs prepared for in-service Teacher Program and some statistical data about these programs.

**EGİTİM ÖNLİSANS RADYO PROGRAMLARININ
ÖĞRETMEN GÖRÜŞLERİ AÇISINDAN
DEĞERLENDİRİLMESİ**

95 YÜKSEL,

Coşğul. Eğitim Onlisans Radyo Program-
larının Öğretmen Görüşleri Açısından Değer-
lendirilmesi=Evaluation of Radio Programs
Which Were Produced By Open Education
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limler Enstitüsü, 1990. (Unpublished Master
Thesis).

This study was done to evaluate the radio programs that were prepared in the frame of Anadolu University Open Education Faculty Teacher Training Program in respects of the opinions by teachers. The study consists of four chapters. In the first chapter, it was touched to the subjects of development of teacher education in Turks; Higher Education Diploma for teachers who had not graduated from universities; radio's functions and place in education, and basic principles in preparation educational radio programs. It was given a place to method in the second chapter, findings and comments were given in the third chapter, and summary, judges and suggestions took place in the fourth chapter.

As a result it was indicated that besides the unproperness of broadcasting hours, being identical of program contents and books it becoming effective for teacher training programs success, and although the rate of people who are saying that they know how to use radio in distance education, they do not know anything about it.

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BEEN CONDUCTED ON OPEN EDUCATION
FACULTY BETWEEN 1982-1990

**BIBLIOGRAPHY OF THE STUDIES WHICH HAVE
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